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ABSTRACT

The Student Needs and Priorities Survey was administered to 15,619 students on 18 campuses of the California State University. The survey, like similar surveys conducted in 1981 and 1984, addressed four broad concerns: life goals and educational priorities; personal lives, finances, employment status, and family backgrounds; levels of satisfaction with various aspects of academic and social experiences on campus; and obstacles or problems, whether institutional or personal in nature, which might hinder progress toward educational goals. Survey results are discussed in terms of: time commitments, daily schedules, and employment patterns; educational and occupational levels of parents; personal values, career objectives, and educational priorities in instruction, academic support, and student services; factors underlying the decision to attend a particular campus; student evaluations of faculty and instructional quality, academic support services (advising and computing), student services, and the campus experience as a whole; and influence of institutional barriers and personal problems on student retention. A concluding section identifies major policy implications in the data and summarizes significant subgroup variations in the sample. The study offers an understanding of non-traditional student populations, such as commuters, ethnic minorities, part-time students, and working adults. (JDD)

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THE CALIFORNIA STATE UNIVERSITY

SURVEY 89

STUDENT NEEDS AND PRIORITIES SURVEY

HE 023 643

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STUDENT NEEDS AND PRIORITIES SURVEY — 1989

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A SURVEY of STUDENT NEEDS and PRIORITIES

Academic Affairs
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The California State University

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EXECUTIVE SUMMARY

In spring 1989, the Chancellor's Office of the California State University (CSU) sponsored the third systemwide administration of the Student Needs and Priorities Survey (SNAPS). Similar studies were conducted in 1981 and 1984.

Eighteen campuses and 15,619 students participated in the 1989 study. In 1984, 16 campuses and 11,540 students participated, and 12 campuses and 5,564 students were surveyed in 1981. In each instance, the sample was broadly representative of the more than 350,000 students in the CSU system.

Educational Priorities

■ Academic concerns related to classroom instruction, faculty contact, and program availability and reputation rated far above anything else in a list of 32 educational priorities. Six of the top seven items of greatest importance to CSU students were related directly to faculty and instruction.

■ Convenience, low cost, and academic reputation were the most important factors in student decisions to attend a CSU campus. Seventy-eight percent chose their campus, at least in part, because it was close to their home or place of employment. Seventy-six percent indicated that low fees were a significant factor, placing it second among the total list of 18 reasons for choosing a CSU campus.

■ Student age had a persistent effect on the data. The dominant concerns among older students were convenience and academic quality. Working adults consistently challenged prevailing myths that they were not as "serious" about intellectual and academic matters as their younger, full-time classmates.

Campus Quality Ratings

■ The issues of greatest importance to students, namely academic ones, were accorded the highest ratings in quality. Academic support services and most traditional student services received generally positive but less favorable ratings than instruction and faculty.

■ Instructional quality was rated as excellent or good by 76 percent of the sample, the highest score among the total list of 32 campus factors. This represents a 6 percent increase over 1981 and 1984.

■ Libraries and computing resources were among the most highly rated academic support services, while advising and class scheduling were among the lowest.

■ Fifteen student services were listed for student evaluations of campus quality. Roughly one-third to three-fourths of the respondents had no opinion on most of the services. Among those who did have an opinion, about 40 to 60 percent evaluated the various services as excellent or good.

■ The percentage of students who were satisfied with their overall campus experience stood at 77 percent in 1981, 72 percent in 1984, and 73 percent in 1989. The percentage of dissatisfied students declined from 13 to 10 to 9 percent, respectively, and the undecided category increased from 10 to 18 percent in recent years.

■ Asian students displayed the most consistent and pervasive sense of dissatisfaction among all student sub-groups. Their above-average negative assessments cut across all issue areas — faculty, instruction, advising, student services, and campus social life. Similar findings were observed in the two previous SNAPS studies.

Educational Obstacles

■ CSU students were more likely to cite personal as opposed to institutional factors as potential reasons for leaving college. Their major recommendations for campus improvements involved state-supported summer session, class scheduling, academic advising, and parking.

■ Almost one-third of the respondents saw no major problems impeding efforts to achieve their educational goals. Slightly over one-fourth indicated that institutional factors were their major concern, and the remainder (41 percent) identified external issues as their most important source of concern. These findings are virtually identical to those obtained in the 1981 and 1984 surveys.

■ In a list of 10 potential reasons for leaving college, financial problems ranked highest with 44 percent, followed by "lack of interest, motivation, or academic goals" with 40 percent. The third most frequently cited reason was a generalized "frustration with parking, class scheduling, and bureaucracy" (30 percent).

■ In each of the three SNAPS surveys, about 5 percent of the sample indicated that they were concerned enough about college finances that they definitely planned to leave school. Another 20 percent or so in each survey were "very concerned" and were thinking of leaving. Between 42 and 45 percent were "somewhat concerned," but planned to continue. Roughly one-third expressed no immediate concern about financing their education.

■ From a list of 18 potential campus reforms, the option to "offer summer courses at regular fees" was chosen by 40 percent of the sample, excluding the four campuses already on state-supported, year-round operation. Seniors were twice as likely as freshmen to express interest in summer session. The second most popular reform was to "improve the parking situation" with 39 percent.

■ Class scheduling and advising were the only two academic support services which consistently received high to medium rankings of importance, together with low to average quality ratings. None of the traditional student services were prime targets for campus reform in the full sample.

■ Ethnic minorities, particularly recent immigrants to the U.S., indicated the greatest need for advising, tutoring, financial aid, housing, social activities, and most other forms of student services.

Time Schedules

■ The 1989 survey showed that roughly one-fifth of all students work from one to 19 hours per week; one-third are employed from 20 to 39 hours per week; and one-fifth have full-time jobs, or work at least 40 hours per week. These percentages are nearly identical to those obtained in 1981 and 1984.

■ Although only 9 percent reported that their presence on campus was limited exclusively to the classroom, almost half of all students in the system spend five or fewer hours per week on campus outside of class. One-third reported spending from 6 to 15 hours per week, and one-fifth estimated spending 16 or more hours. Students spend an average of 10 hours per week on campus outside of class, although the amount varies widely by student age, unit load, and campus environment.

■ About 86 percent of CSU students can be classified as commuters (i.e., they do not live on or within walking distance of campus). Twenty-eight percent report driving more than 30 minutes to get to class.

Family Background

■ Although a majority of CSU students are from family backgrounds with relatively high levels of educational attainment and occupational status, there are significant variations among student ethnic groups.

■ Thirty-five percent of the respondents' fathers had reached the level of high school graduate or below, compared to 45 percent among their mothers. Roughly one-fourth of both parents had "some college." The sharpest difference occurred among college graduates, where 42 percent of the fathers and 29 percent of the mothers had earned bachelor's degrees or higher.

■ The most educationally disadvantaged group is Mexican-Americans, where approximately three-fourths are probably first-generation college students, compared to approximately one-half among Blacks and Asians and one-third among Whites.

■ Fifty percent of the White students grew up in families where the combined educational and occupational status index for both parents was between 6.0 and 7.0 on a scale of 2.0 to 7.0. The percentage in this range declines to 43 percent among Asians, 30 percent among Blacks, and 11 percent among Mexican-Americans.

Conclusions

■ Two general patterns are evident from the SNAPS surveys conducted over the past eight years. First, CSU students are more alike than they are different; attitudinal variations among student subgroups tend to be few in number and weak in magnitude. Second, the basic goals, needs, and priorities of CSU students displayed little change during the decade despite continuing shifts in the demographic profile of the student population. Consensus and stability are the hallmarks of the SNAPS findings.

■ The normative results based on the systemwide sample may not be applicable to specific campuses. More detailed studies are required for purposes of policy analysis and use.

ACKNOWLEDGMENTS

The academic, technical, and administrative skills of many individuals were required to complete all of the tasks associated with such a large scale research project. The time, advice, and assistance of everyone connected with the study, on the campuses and in the Office of the Chancellor, are gratefully acknowledged.

The campus coordinators and their staffs did an outstanding job of managing the technical and logistical details associated with choosing the sample, survey administration, and questionnaire coding. Several of the coordinators also played very active and productive roles in revising the draft questionnaire. Staff of Computing and Communications Resources in the CSU Chancellor's Office provided expert advice and assistance in arranging computer accounts, transferring data tapes to the systemwide CYBER computer, and overall data base development.

Philip Johnston and Philip Garcia of Academic Affairs in the Chancellor's Office provided early assistance in revising items from the 1984 questionnaire and developing new ones for the 1989 survey. Ralph Bigelow of Analytic Studies in the Chancellor's Office also played a pivotal role in questionnaire development.

Robert Schwabe and Pamela Lennox agreed to arrange a pilot test of the draft questionnaire among 200 students on the San Bernardino and Stanislaus campuses, respectively. Steve Frieze and Ron Basich of Analytic Studies of the Chancellor's Office provided continuing assistance to the project, particularly in matters pertaining to the Human Corps items and sample weighting. Larry Jordan of the Los Angeles campus and Terry Dunn of the Chancellor's Office were sources of expert technical advice on sampling and statistical questions. Mike Large and Luis Vega of the Social Science Research Center on the Fullerton campus contributed programming assistance for the systemwide report.

A special note of gratitude goes to Phyllis Gilson of the Admissions and Records office on the Northridge campus. Her willingness to master the new hardware and software required for the op-scan processing of the questionnaires proved indispensable to the study. Despite some inevitable false starts, she performed the work with patience and professionalism.

From the standpoint of the project director, the single most important contribution to the study was provided by Tom Hurd of the Computer Center on the Fullerton campus. He managed all facets of data base development with his usual dedication, thoroughness, and technical expertise. In addition to establishing and verifying the campus and systemwide data files, he also created an elaborate system of software programs and documentation to facilitate analysis.

Needless to say, the hundreds of CSU faculty and thousands of students who participated in the survey deserve recognition for their willingness to devote one hour of class time to the study. The understanding about student needs and priorities gained from the survey should repay that investment many times over.

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INTRODUCTION

In the spring of 1989, the California State University (CSU) Chancellor's Office sponsored the third systemwide administration of the Student Needs and Priorities Survey (SNAPS). Similar studies were conducted in 1981 and 1984. This report provides a summary of the systemwide findings from the 1989 survey, together with selected comparisons to results from the earlier studies.

Table 1 shows the number of campuses and the number of students who have participated in the three SNAPS surveys. In each instance, the sample was broadly representative of the more than 300,000 students in the 19-campus system. Today there are 20 campuses and 355,000 students.

Table 1
CSU Student Needs and Priorities Surveys, 1981-1989

Administration	No. Campuses Participating	No. Students Surveyed
Spring 1981	12	8,564
Spring 1984	16	11,540
Spring 1989	18	15,619

Each survey addressed four broad concerns about CSU students:

- Life goals and educational priorities.
- Personal lives, finances, employment status, and family backgrounds.
- Levels of satisfaction with various aspects of their academic and social experiences on campus.
- Obstacles or problems, whether institutional or personal in nature, which might hinder progress toward their educational goals.

This report contains six sections of narrative and data. The Introduction explains the purpose of the survey and presents a brief overview of the CSU student population.

The section on Student Demography presents findings on two areas of students' personal lives and family backgrounds. First, the time commitments, daily schedules, and employment patterns of CSU students are examined, together with information on their financial status. Second, the educational and occupational levels of their parents are investigated in order to determine the socio-economic status of the students' family backgrounds. This section also provides an assessment of the representativeness of the sample compared to known population characteristics.

The section on Student Goals examines the personal values, career objectives, and educational priorities of students in the sample. Data are presented on three major categories of priorities: instruction, academic support, and student services. The factors underlying the decision to attend a particular campus are described and evaluated within categories of student access, degree programs and academic reputation, finances, and school environment.

The section on Satisfaction Levels addresses student evaluations of campus instruction and support services. Four broad areas of institutional assessment are examined: the faculty and instructional quality; academic support services, with an emphasis on advising and computing; student services; and the campus experience as a whole.

The section on Educational Obstacles considers the relative influence of institutional barriers and personal problems on student retention. Special attention is devoted to financial concerns, transfer

intentions, and several options for institutional reform.

The concluding section identifies the major policy implications in the data and summarizes the most significant sub-group variations in the sample. It also provides an opportunity to draw some broader conclusions about CSU students based on the full range of data from the three SNAPS surveys.

This report is intended primarily for a policy audience. It is based on the mostly non-technical concerns and perspectives required for institutional planning and policy development. Accordingly, many of the standard statistical and technical details in the data are omitted. The extremely large numbers of students surveyed virtually insure that even the smallest variations in the data are statistically significant, so the concern throughout is solely with the substantive significance of the findings for campus and systemwide decision-making. More detailed studies of the data undoubtedly will be performed by individual campuses. This document offers a policy framework, various sets of conceptual distinctions, and an overview of the systemwide results to inform those investigations.

Purpose of Study

Planning for the SNAPS project began in the late 1970s. A pilot phase was conducted on four campuses in 1979, and the first systemwide administration occurred in 1981. The data have proved to be useful for a wide range of policy and research needs in the system. Following are some of the major factors which stimulated development of the SNAPS studies and which continue to inform its use among campus and systemwide officials.

1. The SNAPS data are the only systematic, representative, and comparative findings on student needs, priorities, and opinions available to CSU policy-makers. In their absence, administrators often are forced to rely on conventional wisdom, anecdotal evidence, and assorted, random sources of information. SNAPS provides one means for identifying and challenging prevailing myths about CSU students and for discovering additional facts of a non-obvious nature.

2. The data provide benchmarks for comparisons to other institutions, to earlier surveys, and between campus and systemwide populations. They also are instrumental in promoting public awareness and understanding about CSU students through media dissemination of the findings.

3. The findings serve as an early warning system to inform the development of system policy, and help structure the policy agenda itself. They provide a means for testing the likely effects of proposed changes in fee levels, support sevices, degree programs, and other institutional policies and programs, and for evaluating the results.

4. Survey data are useful tools for responding to political requests (often ad hoc in nature) for information on institutional outcomes. They often are indispensable for explaining to various external audiences CSU policies, programs, and services designed to address unique student needs.

5. Some crucial information about students can be obtained only through survey methods: personal finances, family backgrounds, employment, educational and life goals, values, and transfer plans. Survey data on scores of behavioral and motivational orientations can be gathered and linked to other computerized sources of student information of a demographic and academic nature.

6. At the campus level, SNAPS findings can provide evidence to support funding requests and administrative initiatives and innovations in such things as advising, student services, campus social life, academic support programs, and the curriculum. They can be important sources of information when preparing institutional accreditation reports or program performance reviews. The data files also are useful for instructional purposes; they constitute a ready source of data for student research in sociology, psychology, education, public policy, and survey methodology and statistics.

Findings from the 1981 and 1984 surveys were largely reinforcing. CSU students ranked academic issues pertaining to instruction and faculty as their highest priorities; support services and campus social life were of secondary importance. Most students decided to attend a campus in the system for reasons of convenience (time and geography), low cost, and program reputation. Fully two-thirds to three-fourths of the students were satisfied with the quality of instruction and with most academic and student support services, although Asian students were much more critical about each of

these areas. CSU students tended to cite personal rather than institutional obstacles as their main concerns about achieving their educational objectives. They were overwhelmingly career oriented, yet have very ambitious degree goals. Roughly one-fourth were concerned about financing their college education. About one-half were employed for 20 hours per week or more, and the vast majority were from middle to upper-middle class family backgrounds.

These and scores of other findings have served the needs for programmatic and operational planning on the campuses during the decade and for broad policy development at the systemwide level. The 1989 survey was designed to revisit many of these same issues five years later and to extend the investigation to new areas.

CSU Students: A Brief Profile

Survey data are impossible to interpret without a sense of the social and academic characteristics of the students which they represent. The goals, needs, priorities, and attitudes expressed in the SNAPS data reflect, in large measure, the types of students who are recruited into the CSU system, both by design and by chance. In order to get vastly different results among surveys spread over an eight-year period, the system would have to recruit vastly different types of students. Although admissions policies have changed somewhat (increasingly, entering students are better prepared academically), and secular forces are changing the nature of the student population (more women, part-timers, older students, and ethnic minorities), these are long-term influences and their attitudinal correlates may not be apparent for many years. In the meantime, the following are likely to be among the dominant features of the CSU student population. These factors both shape and constrain the patterns of responses described in the next five sections.

The California State University is the largest four-year system of public higher education in the nation. It now includes 20 campuses, more than 355,000 students, and roughly 20,000 full- and part-time faculty. Its annual operating budget is slightly over two billion dollars, 81 percent of which consists of state appropriations. It offers more than 1,500 bachelor's and master's degree programs in about 250 subject areas. The CSU produces about 70 percent of the teachers educated in the state, almost two-thirds of the state's graduates in agriculture, and 50 percent of its engineers. It has granted more than one million degrees since 1960, and currently awards over 50,000 degrees annually. The system grants 51 percent of the bachelor's degrees awarded in California and 32 percent of the master's degrees produced by all of the state's institutions of higher education, public and private.

The campuses span a geographic distance of nearly 1,000 miles; they range in size from under 5,000 students to more than 35,000, and from fewer than 100 acres to almost 6,000. Another 3,500 students attend classes at six off-campus sites. Most students in the system are commuters; total residence hall capacity accommodates about 20,000 students.

Approximately 86 percent of CSU students are from California, and about three-fourths of all undergraduate transfers are from the California Community College system. First-time freshmen must be high-school graduates and have a combined grade point average and standardized test score (SAT or ACT) which places them among the upper one-third of California high school graduates. Freshmen also must have completed a pattern of college preparatory course requirements with grades of C or better. Transfer applicants are eligible if they have completed 56 transferable units with a grade point average of C or better, including the subject requirements. Fees average about $800 per year for full-time students who are state residents. About 25 percent receive some form of financial aid.

Almost 40 percent of the total student population attends part time (i.e., enrolls for fewer than 12 units per term), although the percentage is 30 percent among undergraduates. Twenty percent of the total are graduate students or post-baccalaureates, and 54 percent are women. The median age of full-time students is 22, and the median age of part-time students is 28. Fully one-fourth of the system's undergraduates are enrolled in business and management degree programs. Another 13 percent are engineering or computer science majors.

Thirty-two percent of CSU students are non-white; the percentage ranges from 70 percent at the Los Angeles campus to 11 percent at the Chico and Humboldt campuses. Thirteen percent of the students enrolled in the system are non-citizens. Vietnam, Mexico, and Taiwan together account for more than one-third of the students who are from foreign countries.

Both the scope and depth of statistical data on the CSU student population are virtually endless, but even these few facts convey one central point: CSU campuses and the student populations on them are characterized by great size and diversity. However, the twin goals of scientific understanding and of sound policy development each require an identification of general patterns beneath surface differences. The SNAPS study provides one test of whether the apparent heterogeneity among CSU campuses and students in demographic terms is matched in psychological terms of student goals, priorities, needs, and evaluations associated with their educational experiences.

Despite the diversity of campus environments and the wide ranges in ages, ethnic identities, and academic backgrounds of their students, a recurring theme in the survey data will be the relatively homogeneous character of CSU students in perceptual and cognitive orientations. Whatever the variations in appearance, the following sections will suggest that CSU campuses and students are much more alike than they are different.

Still, there is enough variation among campuses and among student groups to warrant further study. The normative findings discussed in this report do not apply to all campuses in the system under all circumstances. There will always be a need for greater attention to campus-based studies of the data before drawing any definitive policy conclusions from the SNAPS findings.

2 STUDENT DEMOGRAPHY

The California State University has one of the most comprehensive and sophisticated systems of student and institutional data in the nation, ranging from enrollments to curriculum, personnel, budgets, facilities, and equipment. Data elements in all of these areas are standardized among the 20 campuses, centrally verified and maintained in computerized accounts by the Office of the Chancellor, and summarized in scores of published sources such as statistical abstracts and special reports. Data on students and enrollments represent the apex of the university's information system in scope, depth, and quality. Extensive demographic data are available on CSU students, much of it spanning several decades, with provisions for longitudinal tracking across time and across campuses. Similarly, the SNAPS files constitute one of the most comprehensive sources of student survey data among institutions of higher education.

Still, there are always information gaps which can be addressed through more or better data collection efforts. One (often overlooked) function of survey research is to confirm general truths which may already be widely known, but to do so with a specificity which is not known. In other words, everyone may "know" that one group ranks higher than another group on a certain issue, but in the absence of research on such obvious matters, one can never be sure about how much higher. Survey research can help to confirm and quantify that which is understood in more general terms, and challenge that which turns out to be poorly understood. It provides answers to more specific questions of who, how many, how often, and under what circumstances.

Although surveys are most often used to study attitudes, they can also be tools for discovering facts about the personal, family, and economic conditions of students' lives apart from the institution. They can be used to break new ground, and to expand the scope and depth of information about students and institutions. Much of what follows in this section is designed to serve that function, to help fill in some of the data gaps which exist in an otherwise powerful student information system.

Two general sets of demographic data are examined. One addresses the daily time schedules and commitments of CSU students. In a largely nontraditional student population, school often must compete with family and employment for the time and attention of those enrolled. An understanding of how students use their time may be one means for improving class scheduling as well as certain academic and student support services.

The second set of findings is concerned with the financial and family backgrounds of students. These, too, are personal matters on which systematic data are generally lacking, despite their obvious importance for a wide range of academic issues and support services. Institutional planning, whether strategic or long term, depends on the broadest possible source of information about students, including the social conditions which underlie their involvement with the campus.

However, the first task is to compare the demographic profile of the SNAPS sample with some of the known characteristics of the CSU population as a whole. All that follows in this and in later sections is based on the assumption that the sample findings are representative of the population. The sampling methodology and the absolute size of the sample (for all major sub-groups) lend intuitive weight to this assumption, but more direct tests are also possible.

Sample Representativeness

The previous section described the logic, assumptions, and procedures contained in the sampling

design for the 1989 survey. All were intended to yield a sample which is representative of the CSU student population, including full-time and part-time students, undergraduates and graduate students. Class sections were the basic units of analysis from which a cluster, stratified sample was drawn. The sample of 15,619 respondents was weighted by campus size, unit load, and class level to produce one which more nearly resembled the distributions of enrollments on large campuses and among part-time and graduate students, all of whom were underrepresented in the raw data. The comparison of population and sample characteristics in Table 2 offers one test of the success of that process.

Table 2
Comparison of Population and Sample Distributions

	Population Percent*	Sample Percent (Weighted)
Class Level		
Freshman	12.0	12.2
Sophomore	11.7	12.1
Junior	22.6	24.4
Senior	33.4	30.8
Graduate/Post-Baccalaureate	20.3	20.4
Sex		
Male	45.8	45.7
Female	54.2	54.3
Mean Age	26.0	26.1
Major		
Arts	4.4	3.3
Humanities	4.7	4.6
Social/Behavioral Sciences	10.3	13.9
Business	21.4	21.7
Engineering/Computer Science	11.4	12.5
Math/Science	5.6	5.1
Education	7.4	8.8
Interdisciplinary	5.8	6.6
Professional/Technical	14.9	20.3
Undeclared	14.3	3.2
Ethnicity		
American Indian	1.0	.9
Black	5.6	5.7
Mexican-American	7.7	7.5
Central American	—	.5
South American	—	.5
Other Hispanic	3.2	1.9
Chinese	—	3.8
Japanese	—	2.0
Korean	—	.9
Southeast Asian	—	1.6
Other Asian	11.7	1.1
Pacific Islander	.4	.4
Filipino	2.7	2.5
White	67.7	70.8
Unit Load		
Full-time (12 or more units)	59.5	59.9
Part-time	40.5	40.1

*Based on the systemwide population of 19 campuses. Age and ethnic population data are fall semester 1988.

Six major categories of student demography are included in the data: class level, sex, age, academic major, ethnicity, and unit load. The population percentages are for the spring semester/winter quarter of 1989 (except where indicated), and the sample percentages are based on the number of weighted respondents.

The comparative proportions of students within each of the five class level categories are within one or two percentage points of each other. For all practical purposes, the distributions by sex and unit load and the mean ages of the two groups are virtually identical. Eight of the ten sample categories of academic major are within a percentage point or two of the population totals. The only anomaly occurred among categories of undeclared students and professional/technical disciplines. However, this small aberration had no effect on the overall findings or on the sub-group variations.

The comparative percentages among student ethnic groups are similarly positive. Whites were overrepresented by about three percent and Asians were underrepresented in the sample by about two percent; otherwise, the proportions for all other groups are nearly identical. Consistent with systemwide practice, the ethnic data exclude foreign students, the category of "declined to state," and all others of unknown ethnic identifications. On balance, the 1989 SNAPS sample appears to be broadly representative of the CSU student population as a whole, much as was true in the previous surveys. However, the weighting procedures and the larger number of respondents contained in the 1989 sample make it far more useful than the previous ones.

Notice that the 1989 survey contained six more categories of student ethnicity than currently are available in systemwide files of the student population. The expanded list of categories for Hispanics and Asians will be used for official reporting purposes in the future, but it may take five years or more to gather a complete set of data based on annual counts of new students. In the meantime, the SNAPS figures may offer the best available evidence concerning the distributions of total enrollments among categories of Hispanic and Asian students.

Beyond questions of representativeness, the sample permitted examination of still other demographic features concerning CSU students. For example,

fully 88 percent of the SNAPS respondents were U.S. citizens, 8 percent were permanent residents, and the remaining 4 percent held temporary visas. Perhaps more important in terms of their social and academic integration with the institution, the survey found that 11 percent of all CSU students have lived in the U.S. fewer than ten years (i.e., were recent immigrants). Asian students include the highest percentage of recent immigrants (50 percent overall). Southeast Asian and Chinese students are far more likely to be recent immigrants than, for example, Japanese students (Figure 1).

Recent immigrants among Hispanic students are confined almost exclusively to South and Central Americans (34 and 26 percent, respectively). The proportion among Mexican-Americans is only two percent, or one-third the percentage among Black students.

Finally, the data in Tables 3 and 4 show the institutional origins and the campus enrollment histories, respectively, of the CSU student population. These aggregate data can be produced from existing system files, but only with special effort.

FIGURE 1
Percentage of Respondents Who Lived in U.S. Fewer Than 10 Years — By Ethnicity (SNAPS 1989)

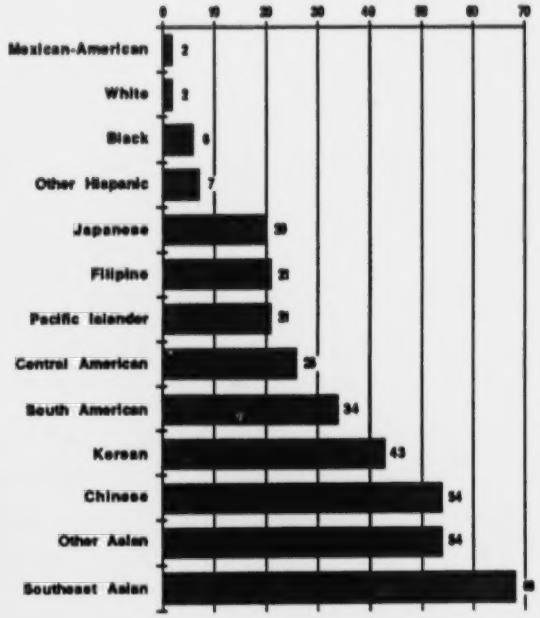


Table 3
Class Level at Initial Enrollment on a CSU Campus

	Percent
New Freshman	35
Community College Transfer	38
Four-Year College Transfer	13
Graduate Student	14

Table 4

Q. *Including the present one, how many years have you been enrolled at this campus?*

	Percent
One year	36
Two years	23
Three years	17
Four years	11
Five or more years	14

They were included in the SNAPS survey to assist individual campuses in relating the data on student goals, priorities, attitudes, and needs to 1) their points of entry to the campus and 2) their cumulative time enrolled at the campus.

Time Schedules

The issue of time is important to older, part-time students and to all students who have significant family or work obligations beyond the classroom. For many, college attendance may be the weakest link in the chain of daily commitments. For its part, the institution is pulled in two directions by such students. It must provide classes and services to a population which demands and expects convenience, which usually translates into spending as few hours on campus as possible. On the other hand, institutions everywhere recognize the importance of promoting social involvement and integration with the campus community as a whole, which requires programs designed to keep people on the campus as much as possible. Convenience may be necessary for student recruitment, but campus involvement has been shown to be a critical retention function. The ideal model remains that of a (simulated) residential environment, even in an era of commuters and older, working students who attend college part time.

Survey questions concerning the use of time tap some of the most personal aspects of the student's relationship to the institution, but they are also among the most significant. The only way to learn anything about such behavior is to ask the student directly. The 1989 survey contained three new

questions on such matters and continued a previous question from the two earlier surveys. The latter inquired about the number of hours devoted to employment, and the new questions asked about the amount of time spent on campus outside of class, the commuting time spent getting to class, and the distribution of time in class itself (day, night, or both).

Despite shifts in the demographic composition of the student population and in the state's economic conditions, the proportions of employed students attending CSU campuses have changed very little over the past decade. Roughly one-fifth of all students work from one to 19 hours per week; one-third are employed from 20 to 39 hours per week; and one-fifth have full-time jobs, or work at least 40 hours per week (Table 5).

Table 5

Q. *If you are currently employed, how many hours on average do you work in a week?*

	Percent
40 or more hours	21
20-39 hours	33
1-19 hours	19
Not working	14
No response	13

These percentages are nearly identical to those obtained in 1981 and 1984, although the format of the question was slightly different. Based on the responses from all three surveys, the proportion of students who do not work at all appears to be somewhere between one-fourth to one-third of the total. (The specific percentage is somewhat in doubt, depending on whether one treats a "no response" to the question as being equivalent to "not employed.") The clear message is that a substantial majority of CSU students, approaching three-fourths of the total population, devote some portion of their week to a job, and that such commitments average 27 hours per student.

Naturally, the crucial determinant of student employment status is age. The average work week increases steadily from fewer than 15 hours for students under age 20 to almost 30 hours for students age 30 and above; another way to express the difference in magnitude is that only 3 percent of those under age 20 work full time, compared to almost half of those over 30. Students who attend classes at night only report an average work week of 37 hours.

The variations by campus, academic major, and ethnic group similarly are linked directly to age composition. The proportion of students who attend school while working at full-time jobs varies enormously by campus, ranging from a high of 46 percent at one campus to a low of only 5 percent at another. Only 11 percent of arts majors work full time, compared to 44 percent in education. American Indians report working an average of 26 hours per week, while Asian students work slightly under 18 hours.

If age determines employment status, the latter structures the times at which a student finds it convenient to attend class. The ratio of day only (all classes before 4 p.m.) to night only (all classes after 4 p.m.) students in the CSU is exactly two to one (Table 6), and these time blocks together account for almost two-thirds of all students in the system. The remaining one-third attend classes both during the day and at night. Again, the campus variations are dramatic among the three time blocks. There is at least one campus which enrolls more than 50 percent of its students in only one of the three categories (day only, night only, or both). Nowhere is campus heterogeneity more apparent than in the shifting populations of students who enter and leave a CSU campus during various times of the day and night.

Table 6

Q. *At what hours do you have classes scheduled this semester/quarter?*

	Percent
Day only (before 4 p.m.)	42
Night only (after 4 p.m.)	21
Both day and night	37

A campus environment or ambience also depends heavily on how many students are on the campus at a given time and how long they choose to remain (particularly outside of class). The traditional model places a great deal of emphasis on the importance of campus involvement, activities, culture, and use of facilities (ranging from housing and food services to the computer center and library). This largely residential pattern is most evident at three CSU campuses: Chico, Humboldt, and San Luis Obispo. The competing, convenience model is based, one might assume, on substantially more than drive-through education, but the clear emphasis is on providing direct classroom instruction and less on stimulating involvement in the broader campus community.

Given the attention devoted to the relationships between campus involvement and retention in the research literature, a new question was included in the 1989 survey. It asked students to estimate the average number of hours which they spend on campus each week outside of class (excluding the time spent in dorms). They were instructed to include all forms of social, academic, or employment activity which occurred on campus, such as time spent in the library; computer and science labs; student union and food service areas; P.E. and recreational facilities; administrative offices such as admissions and financial aid; art, music, theater, and media facilities; or the campus lawn and grounds generally. The findings are shown in Table 7.

Table 7

Q. *In an average week, about how many hours do you spend on campus outside of class, excluding the time spent in dorms? Be sure to include all forms of social, academic, or employment activities (e.g., time in the library; computer and science labs; student union; food service areas; P.E. and recreational facilities; campus administrative offices such as admissions and financial aid; art, theaters, music and media facilities; the campus lawn and grounds).*

	Percent
16 or more hours	20
11-15 hours	10
6-10 hours	23
3-5 hours	21
1-2 hours	18
Zero hours	9

Nine percent reported that their presence on campus was limited exclusively to the classroom, and almost half of all students in the system spend five or fewer hours per week on campus outside of class. One-third reported spending from 6 to 15 hours per week, and one-fifth estimated spending 16 or more hours.

The average amount of time spent outside of class systemwide was 10 hours per week, and the campus averages ranged from 7 to 16 hours. Despite some popular assumptions about the advantages of small campuses in promoting such involvement, there were no significant differences which could be attributed to size alone. Instead, the geographic isolation of the institution, the presence of dorms, and the social composition of the student body were the major determinants of non-classroom contact with the broader campus environment.

Predictably, time on campus, even outside of class, is positively related to unit load. So younger, full-time students spend much more time than older, part-time students, and undergraduates spend more time than graduate students. Students in lab-based disciplines such as arts, science, and engineering spend much more time than majors in other academic disciplines. Ethnic minority students, particularly Asians, are more likely than Whites to spend time on campus outside of class, and students with classes during both the day and evening spend more time than those with classes in the day or night only. The use of campus facilities and support services increases, then, as the number of opportunities increase due to class attendance; the evidence suggests that use of facilities and programs is positively related to unit loads, class schedules, and disciplinary requirements.

There is one final element in the time equation linking jobs, classrooms, and campus involvement. Automobiles and commuting are among the dominant features of the California culture generally, and they are no less important to the college culture. Again, the traditional residential model of college environments is limited to only a few CSU campuses. Most campuses in the system are located in urban areas, close to freeways and employment centers. The "costs" of attending such campuses often are measured less in terms of dollars or even distance than in time, both real and perceived.

Students were asked to indicate how long it takes them to commute to the campus on an average day from their usual point of origin. They were instructed to exclude the time it takes to park and walk to class. The findings are presented in Table 8.

Table 8

Q. *On an average day, how long does it take you to commute to the campus (from your usual point of origin)? Do not count the time it takes to park and get to class.*

	Percent
I do not commute; I live on or within walking distance of campus	14
Fewer than 15 minutes	25
15-29 minutes	32
30-44 minutes	16
45 minutes to 1 hour	9
Longer than 1 hour	3

Although 86 percent of CSU students can be classified as commuters (i.e., they do not live on or within walking distance of campus), only 28 percent have to drive more than 30 minutes to get

to class. These figures appear to be well within the broader context of distance and time which structures other dimensions of life in California. For example, the 1980 census found that the average commute time to one's place of employment was 23 minutes, and that 30 percent drive more than 30 minutes to get to work. Campus studies of the residential origins of CSU students usually show that three-fourths or more of the students at predominately commuter institutions live in the same county and within a few miles of the campus.

Most campuses in the system serve regional as opposed to statewide populations, and the students tend to be relatively place-bound. Indeed, two of the primary factors attending the planning and siting of new campuses are large, regional population concentrations and adequate transportation networks which place a CSU campus within 30 to 45 minutes driving time of most residents. The data in Table 8 suggest that, on the whole, such planning has been successful. Even on those campuses where commute times are well above average, they may be products of student choice (e.g., to enroll in a highly regarded program) rather than the absence of a closer institution.

Financial and Family Backgrounds

Despite their importance, data on the financial status and family backgrounds of CSU students are largely lacking. One of the primary reasons for the relative paucity of data concerning personal finances and family influences is methodological. Such information is neither easy to collect nor is it simple to process and analyze. Data from one or two survey questions seldom are enough to draw any meaningful conclusions about complex economic and socialization patterns, and detailed questionnaires on income, occupations, and family conditions invite complex problems of coding and interpretation.

Still, few background variables can rival the influence of family, social status, and finances on human behavior generally, and they are no less important in explaining patterns of student behavior in terms of college participation and campus choice; personal goals and educational priorities; academic performance, retention, and graduation. Accordingly, the 1989 survey attempted to gather some modest information on the current finances and family conditions of CSU students and expanded the range of previous items which examined parental influences.

■ *Students.* Twenty-two percent of students in the system are married. Seventy-five percent indicated that they have no financial dependents such as a spouse or child; 12 percent have one dependent, 6 percent have two dependents, and 7 percent have three or more. Nine percent of the unmarried students have at least one dependent, compared to 80 percent among married students; 25 percent of all students have at least one financial dependent, including spouse, children, or parents. There were no significant differences between men and women concerning their number of financial dependents. Asian and Filipino students were the least likely to have any dependents, and Blacks and American Indians were the most likely.

The survey did not obtain information on the nature or ages of student dependents, although it can be estimated from the independent data on marriage and dependents that approximately 17 percent of the total student population may have at least one child. Indeed, a recent study of child care needs in the system found that 17 percent of CSU students had children under the age of 16.

Another question simply asked students how they were paying for their college education. They were provided with a list of eight options and asked to mark all that applied; the findings are shown in Table 9. Almost half of the respondents indicated that family assistance, whether from parents or spouse, played some role in financing their education. Thirty-eight and 34 percent, respectively, rely on income from a part-time job or on personal savings. One in five students uses income derived from full-time employment to help pay for college, and 15 and 6 percent use funds provided by a grant or scholarship, respectively. Fourteen percent depend, at least in part, on money from loans, while only 5 percent receive any financial support from their employer for college expenses (although 17 percent of those with full-time jobs received support).

Table 9

Q. *How are you paying for your college education? Mark all that apply.*

	Percent
Family assistance, including spouse	47
Part-time job	38
Personal savings	34
Full-time job	20
Grant	15
Loan	14
Scholarship	6
Support from employer	5

There was quite a bit of variation among student groups on this question. Family assistance, part-time employment, and the use of personal savings were the most pervasive sources, cutting across all age groups. American Indians were much more likely than other ethnic groups to cite savings as a source of college financing, although there were no important ethnic differences concerning part-time employment. The ethnic variations were more pronounced among the students who used funds from a full-time job (most of whom were over age 25). Only 10 percent of the Asian students checked that source compared, for example, to 24 percent of the Black students.

Funds from grants and scholarships are concentrated among younger students, while use of loans is most prevalent among the 25 to 35 age group and among those who work less than full time. There were no significant ethnic differences in the use of loans as a source of college financing.

■ ***Family Background.*** Socio-economic status (SES) is one of the most important variables in the social and behavioral sciences. As much as anything else, it can influence one's interests, lifestyle, values, goals, and behavior. It can set severe limits on what one perceives and how one defines reality, and it provides a normative context for relating to other people and to institutions. It can exert a powerful influence on the school one wants and is able to attend, on academic performance, and on the nature and success of the educational experience itself.

However, SES also is difficult to measure because it most often is defined as an index which includes at least three separate variables: income, education, and occupation. As mentioned earlier, it was not feasible in the SNAPS survey to gather the extensive data which would yield reliable information about family income and financial status. However, educational levels and occupational status are so closely related to income that it is possible to construct a more modest SES index using only education and occupation; education is the primary basis for entry into most occupations, and income is derived mostly from one's occupation. This approach was used in the 1984 survey (based on the head of household rankings) and expanded in the 1989 survey to include information on the respondents' mothers and fathers separately.

The 1984 study provided the first systematic information on the family backgrounds of CSU students based on the socio-economic status of the head of household during the the student's formative years. The findings showed that students in the system as a whole tend to be from middle to upper-middle status family backgrounds, but that there were considerable variations according to campus and ethnic group. The 1989 data permit a more refined examination of this important issue. Of course, the underlying assumption is that rates of college participation, retention, and performance depend, at least in part, on the educational backgrounds and occupational skill levels of one's parents.

Students were asked to indicate the highest level of formal education attained by each of their parents. Thirty-five percent of the respondents' fathers had reached the level of high school graduate or below, compared to 45 percent among their mothers (the columns in Table 10 are independent). Roughly one-fourth of both parents had "some college." The sharpest difference occurred among college graduates where 42 percent of the fathers and 29 percent of the mothers had earned bachelor's degrees or higher. In general, the mother is more likely to have finished high school among those with relatively little formal education, but the father is more likely to have finished college among those who had some exposure to higher education.

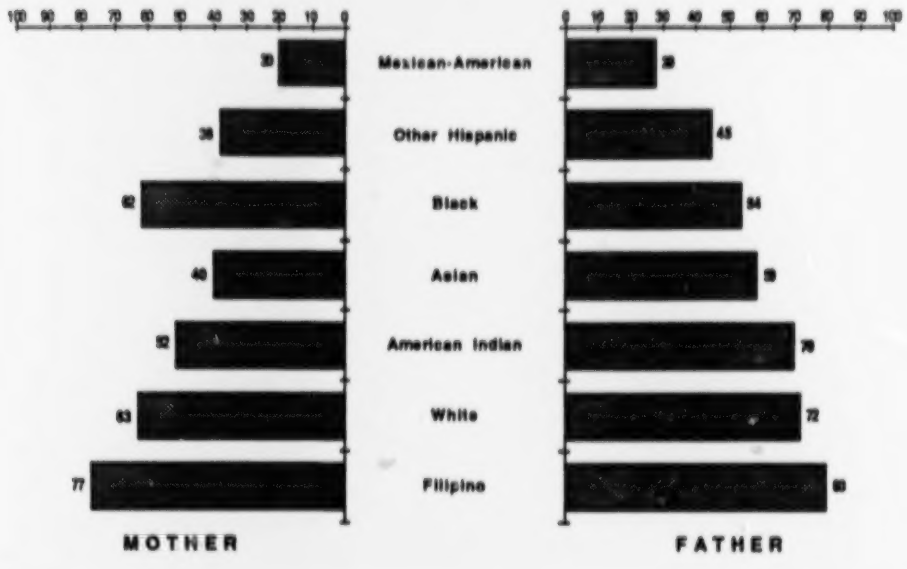
Table 10

Q. *How much formal education did your parents obtain?*

Educational Level	Father Percent	Mother Percent
Grade school or some high school	16	16
High school graduate	19	29
Some college	23	27
College graduate	42	29
Don't know or no response	(5)	(5)

Figure 2 shows the ethnic distribution of parental education levels among CSU students. The overall patterns are identical for mother and father; the father has a higher level of education among all ethnic groups (except Blacks), and the rank-order of ethnic groups is the same for both parents at the extremes. Filipinos have much higher levels than any other ethnic group. Although the percentages are virtually the same between the mothers of Black and White students, father educational levels differ significantly. Clearly, the most educationally disadvantaged group is Mexican-Americans, where approximately three-fourths are probably first-generation college students, compared to only one-third among Whites and roughly one-half among Asians. However, variations within the Asian category may be equally significant.

Figure 2
Parents Education: Percent With "Some College" or College Degree
By Ethnicity



Campus variations in parental educational levels reflect the combined influences of ethnic composition and geography. For example, more than one-half of the students at some campuses have at least one parent who is a college graduate. At other campuses, a small minority of students are from family backgrounds where at least one parent graduated from college.

Parental occupational status was measured through use of an open-ended question which asked students to indicate the main occupation of their mother and of their father while they were growing up. These responses were coded by campus officials into more than 450 standardized occupations. For purposes of this analysis, the occupational codes were collapsed into nine major status categories as shown in Table 11. The occupational codes and categories were based on those used by the Bureau of the Census, and their status rankings reflect the skill levels and average levels of education and income associated with each category.

There is a certain degree of ambiguity in the occupational data. Twenty percent of the students did not list an occupation for their father, or else listed one which was too vague to be coded reliably. One-half of the sample failed to provide a usable occupational description for their mother, in part because all of the "housewife" or "homemaker" entries were excluded from the analysis; the status category of such work is not clear, and homemakers usually are not considered to be part of the active labor force. Still, the absolute sample size for the occupation of both parents is quite large and does permit the drawing of some broad generalizations.

Table 11

Q. *What were the main occupations of your parents while you were growing up?*

Occupational Category	Father Percent	Mother Percent
Professional/technical	37	37
Manager/proprietor	20	11
Sales worker	7	6
Clerical worker	3	27
Crafts worker	15	3
Operatives	5	4
Service worker	6	10
Laborers, excluding farm	4	2
Farm	3	1
Unknown or N/A	(20)	(49)
N	12,538	7,944

Fifty-seven percent of the fathers and 48 percent of the mothers held professional, technical, or managerial occupations while the student was

growing up. Therefore, it is safe to conclude that a little over half of CSU students were raised in middle to upper-middle class family environments, a finding which corresponds to the 1984 data which were limited to "head of household." The "middle" group of sales, clerical, and skilled crafts workers accounted for 25 percent of the fathers' occupations and 36 percent of the mothers', although the percentages within specific occupational categories differ substantially. Only about 15 percent of CSU students had fathers or mothers in the "lower" status occupations of operatives, service workers, or laborers. The variations by campus and by student ethnicity paralleled those of parents' education.

Finally, a weighted index was constructed of family status overall. This procedure involved attaching weights to each of the major educational categories for each parent, and doing the same for the major status divisions within the occupational rankings for each parent. For example, a parent who was a college graduate was given an education score of "4," while one who failed to graduate from high school was given a score of "1." A professional or managerial occupation earned a score of "3," compared to a "2" or "1" for lower status occupations. Separate SES scores were computed for the father and for the mother and then combined into a weighted average for the student's family. Therefore, a student who grew up in a family where both parents were college graduates and where both held professional or managerial occupations received a family SES score of "7." If neither parent received a high school diploma and both worked in lower status occupations, the family SES score was "2." The total possible number of family SES scores was eleven, ranging from lows of 2.0, 2.5, 3.0, 3.5 to highs of 6.0, 6.5, and 7.0, with a mid-point of 4.5.

The mean family SES score for the system was 5.3, considerably above the theoretical mean of 4.5. The lowest score for an individual campus was 4.6 and the highest was 5.7. Student ethnicity produced the most dramatic differences. Fifty percent of the White students grew up in families where the status index was between 6.0 and 7.0, indicating the highest levels of parental education and occupational status. The percentage in this range declines to 43 percent among Asians, 30 percent among Blacks, and 11 percent among Mexican-Americans.

Table 12 summarizes the data on the family SES backgrounds of CSU students. The "combined percent" in the third column is based on the sample size of 6,704 respondents. Obviously, the number of respondents declines substantially because data were required on all four indicators (the education and occupation of both parents) in order to compute a weighted average. The dominant pattern is one of a strong middle to upper-middle class influence in the family backgrounds of CSU students. To the extent that the reduced sample size is representative, almost one-half of the students in the system are products of family environments which are highly conducive to educational achievement in college.

Table 12

Family Status Background of Respondents

Education/Occupation Index	Father Percent	Mother Percent	Combined Percent
High status	52	47	46
Medium status	27	38	38
Low status	22	15	16
Unknown	(21)	(50)	(57)
N	12,247	7,772	6,704

Conclusions

The usual demographic categories of age, class level, major, ethnicity, and sex are useful points of departure for gaining a sense of the student profile of an institution. They provide a summary of the types of students who are attracted to a given type of institution. But the more subtle facts about students, such as their personal lives, financial status, and family backgrounds, sometimes offer even more definitive clues about the nature of a student population. The findings in this section suggest at least two things about CSU students which are only indirectly apparent in the standard demographic data.

First, they neither look like nor do they behave much like the traditional images of young, full-time college students. Time is a precious commodity to most CSU students. On many campuses, the majority of students spend five or fewer hours per week on campus outside of the classroom. Given the daily pressures of work, family, and commuting schedules, college is largely a part-time experience, both academically and psychologically.

All of this can present special problems for college administrators and faculty, many of whom get the impression that students who come and go almost at random, stop out from time to time, and who have divided interests simply cannot be very "serious" about their education. The stereotyped

view of college life is deeply ingrained in academia. Most college catalogs still are full of photos of young undergraduates sitting on the lawn or in residence halls reading books and talking with faculty, despite the fact that 83 percent of college students nationwide are commuters, 42 percent are 25 years of age or older, and more than one-fourth of all undergraduates hold full-time jobs. Accordingly, pedagogical styles as well as support services may run the risk of being based on conceptual premises and demographic realities which bear little relationship to the model student of the 1990s. One message implicit in these data is the need to develop new and more realistic paradigms of the college experience and of the nature of learning itself.

A second major theme in the findings concerning financial and family backgrounds is the relatively narrow socio-economic spectrum from which the CSU student population is drawn. Together with admissions policies and college costs, social background factors like parental education and occupation produce a definite structure to the range of college choice. Research has shown that college competition for enrollments occurs within institutional segments, seldom among them. Despite the impressive diversity of campus environments, student ages, and ethnic groups in the CSU system, the dominant socio-economic pattern is considerably more homogeneous. The next three sections will examine the extent to which that underlying social structure is matched by consensus in student value systems, satisfaction levels, and educational needs and priorities.

STUDENT GOALS

Student behavior is much easier to observe, measure, and document than are the reasons for it. Studies of human motivation attempt to answer the question "why," to probe behind observed patterns of behavior to determine their root causes. Litanies of student motivation usually range from the intrapsychic to the interpersonal, from the sublime to the mundane, from the rational to the unconscious. The tools for such investigations often require a subtlety and nuance not easily achieved in the structured format of survey methodology. Still, it is possible to ask some straightforward questions about student goals, priorities, choices, and preferences which provide at least an initial assessment of motivational patterns.

This section will comment briefly on some of the major reasons underlying college attendance generally in the United States. It will then address such motivations among CSU students in the context of their overall life goals, their degree objectives, and the priorities governing their activities and experiences on the campus itself in three areas: instruction, academic support, and student services. Finally, the important question of campus choice will be examined in terms of the relative contributions made by four broad factors in structuring the decision to attend a particular campus: access, reputation, finances, and environment.

College Rewards

Periodically, one can expect to run across both scholarly and popular debates on the costs and benefits of college attendance. The arguments tend to rely heavily on an economic calculus of lifetime earnings associated with college attendance versus the return individuals might expect from doing something different with their time and money. If there is any consensus in these accounts, it seems to be that college is indeed worth the investment that one makes, particularly in terms of long-term outcomes, many of which have little to do with economics per se.

Howard Bowen's *Investment in Learning* still is one of the most exhaustive treatments of the costs and benefits associated with higher education. The work established firmly that college-educated individuals tended not only to make more money but to be more physically and psychologically healthy; to be more informed and involved citizens; to be more socially adept and responsible; and to be more aesthetically aware and culturally enriched than their non-college cohorts. In short, education, and especially college education, tends to be positively associated with all of the "good" values of the human experience.

If the individual has a stake in college attendance, so too do the state and the nation. First, there is an economic stake from the standpoint of promoting scientific and technological innovation, and of insuring the supply of enough skilled manpower to compete effectively in international economic markets. Second, there is a political stake in terms of promoting greater social stability and commitment to democratic values and processes. Third, there is a social stake in reducing the educational (and hence economic) distance between the haves and have-nots in society, and by so doing, removing many of the causes underlying social conflict.

There may be little need, therefore, to probe too deeply into the motivations for college attendance. The most important reasons appear to be both obvious and rational, for the individual and for society. But institutions often develop a clearer sense than individuals of the role of higher education in its broadest implications, and

therefore engage in elaborate campaigns to make it equally obvious to potential students and their parents. The college recruitment function has become an industry complete with sophisticated technology, big budgets, and a marketing vocabulary of imaging, access, and outreach all designed, paradoxically, to sell that which should sell itself.

The CSU can point to scores of outreach and recruitment programs which exist on every campus in the system, many of which are targeted to quite specialized student audiences. In addition, the system recently has completed an enrollment and facilities growth plan to the year 2005. College access for currently underrepresented groups is the major component of that plan. It projects an enrollment increase of 180,000 students in the CSU over the next 15 years, raising the system total to over 540,000 students on 25 campuses. Again, nothing less than the social, political, and economic future of the state depends, in large measure, on the success of that plan together with similar ones of other educational segments.

Life Goals

One place to begin an investigation of educational needs and priorities among students is their life goals in general and the perceived role of higher education in that context. Another important contribution of questions about life goals is that it permits linkages between student orientations in college (e.g., choice of major) to changing cultural values.

The 1981 and 1984 SNAPS surveys each included items concerning the importance of several types of life and educational goals. The 1989 survey examined the one area of social growth or community involvement in some detail. Following is a brief summary of those findings.

A major problem in designing survey questions dealing with broad life goals, values, and aspirations is avoiding the inevitable risk of eliciting only socially acceptable responses. Such issues are best addressed through in-depth interviews, case histories, and extensive testing, usually performed on limited samples. On the other hand, the advantage of gathering relatively simple data based on extremely large and representative samples is that student educational aspirations can be compared to cultural changes in social and moral values. The eight-year period spanning the three SNAPS studies offers a limited test of changes in the underlying value systems among CSU students.

In 1981 and 1984 students were asked to rank the importance of eight life goals. In both administrations, they rated personal independence, creativity, and expression as the most important goals in life. Social values of helping others and working with people were rated slightly lower. The goals of adventure, power, leadership, money, and social status were ranked much lower than those of a personal or social nature. In a sense, such responses probably represent the combined influences of American culture filtered through the socialized expectations and norms of the (relatively narrow) family backgrounds represented by CSU students. Still, the order and the magnitude of the overall rankings were so similar that a broad consensus could be said to exist among CSU students on such matters.

There were a few sub-group variations worth repeating. Women consistently displayed a greater social orientation than men. Asians and Blacks were much more likely than Whites and Hispanics to express a concern for money and social status. And younger students, too, emphasized goals of financial earnings, status, and adventure significantly more often than older students (a finding common to many other student surveys nationally). Variations by academic major were, almost without exception, in the expected direction: students in professional disciplines emphasized material values; arts and humanities majors rated personal expression and creativity highest; and students in education and the behavioral sciences expressed the greatest social orientation. But the dominant pattern was one of consensus, across time, among student groups, and among life goals.

For reasons noted earlier, the 1989 survey devoted 15 questions to the topic of community service among CSU students. This interest, too, must be considered within the broader cultural context of volunteerism which periodically has engaged the attention of young people in the United States. Following the so-called materialism and social apathy of the 1950s among college students, the social awareness and political activism of the 1960s, and the "me-generation" of the past decade, there do seem to be indications of a greater social ethic emerging in the 1990s. In part, the social service legislation sponsored by various members of Congress, the Bush administration, and state

assemblyman Vasconcellos are responses to this trend.

The full sample of SNAPS respondents (i.e., whether they had performed community service or not in the previous year) were provided with a list of reasons or motivations for performing such service. They were asked to rate the importance of each as a motivation for becoming involved. The following sets of reasons each received ratings of "important" or "very important" among three-fourths of the respondents: career preparation or advancement; personal principles of a moral or political nature; and social involvement, recreation, or personal enjoyment. Academic incentives related to course requirements and financial rewards were each of secondary importance. These responses suggest that the potential incentives for stimulating community service are quite broad; students appear willing to become involved if they perceive that there is a good reason for doing so, whether intellectual, social, or professional.

Almost 32 percent of the SNAPS sample indicated that they had performed some type of community service during the past year (see pages five and eight of the 1989 questionnaire in Appendix B for the definitions of community service used in the survey). Among those who performed such service, the median number of hours worked per week was five, and the median number of months worked per year was also five. Approximately 20 percent earned some form of financial compensation for their work, and an similar proportion received course credit. About 44 percent of the community service workers received neither financial rewards nor course credit (i.e., were volunteers in the pure sense). The nature of work which was performed and the types of agencies and institutions for which it was performed varied widely.

The survey also asked the students to evaluate their community service experience. Sixty percent thought that the activity contributed either a "great deal" or "some" to an understanding of their course work, although only 12 percent thought that the experience would have any effect on their career objective (many who performed such service already were in or preparing for fields with a strong community service emphasis). When asked whether they had become more sensitive to the problems of others as a result of community service work, 88 percent indicated "a great deal" or "some," and 80 percent thought that they could have a personal effect on social problems as a result of their experience.

A separate report on the community service portion of the SNAPS survey is available from the Offices of Special Projects or Analytic Studies in the CSU Chancellor's Office. In addition, a statewide report will be submitted to the Legislature in 1990 by the California Postsecondary Education Commission.

Educational Priorities

The issues of life goals and broad social values may be a bit abstract and distant for many college students, particularly younger ones. Accordingly, the three SNAPS studies included several questions concerning the importance of more immediate and concrete outcomes associated with the college experience itself. There were two dominant patterns in the data: first, CSU students are overwhelmingly career oriented and, second, they are firmly committed to the idea, if not the reality, of earning a college degree.

Findings from the two earlier surveys indicated that career goals were the highest priority among CSU students, regardless of age, sex, class level, ethnicity, employment status, or even academic major. Education for the sake of intellectual, social, personal, or cultural growth and development were major priorities to only one-third of the respondents. Findings of this nature have been echoed consistently in the biennial systemwide survey of CSU alumni. For example, almost two-thirds of bachelor's recipients and three-fourths of graduate degree recipients expected to find a direct relationship between their major field of study and the nature of their employment.

This emphasis on objectives which are rather immediate, tangible, and practical appears repeatedly in the data from each SNAPS survey; in institutional terms, it often is manifested in the form of student concerns for operational convenience over those of an academic or intellectual nature.

But there also is a strong symbolic strain in student perceptions of their educational goals. This is most readily apparent in terms of their stated degree objectives. Only 1 percent of the respondents in 1981 and 1984 confessed to having no interest in ever earning a degree, and only 17 percent thought that the bachelor's degree would be the end of the road. Forty percent indicated intentions to pursue

a master's degree, and fully 20 percent had set a terminal academic or professional degree as their ultimate objective.

Students were also asked about their degree plans at their current CSU campus. Only 3 percent in the two earlier surveys and five percent in 1989 had no degree objective at their current institution. Fewer than 10 percent were undecided and everyone else, roughly 85 percent, had definite degree plans.

Three caveats should be noted about these findings. First, the percentages obviously bear little relationship to reality. The most recent longitudinal studies of CSU students indicate that about 25 percent actually have earned degrees (somewhere in the system) after 5 years, and 45 percent have earned degrees 10 years after entering as new freshmen. The rates for upper-division transfer students similarly are much lower than student intentions might suggest.

Second, inflated expectations concerning degrees are not an uncommon phenomenon. National surveys of new college freshmen conducted by the Cooperative Institutional Research Program indicate very similar patterns: only 1 or 2 percent admit to having no degree aspirations, about one-third plan to get a master's degree, and almost one-fourth have their sights set on a Ph.D. or professional degree.

Third, it should be noted that the underlying patterns in such data, if not the magnitudes, do reflect a rational structure. About 95 percent of upper-division students in the CSU plan to earn a degree at their current institution; only 62 percent of the freshmen expect to do so. Degree plans are stronger if one entered the CSU from a community college or other four-year institution than if one entered as a new freshman.

A degree is among the most concrete and visible products of higher education. It carries economic value and may convey to oneself and to others a certain amount of self-worth and achievement. For these and other reasons, the symbolic value of a college degree seems secure indeed in the minds and hearts of college students everywhere.

Each of the three SNAPS surveys provided students with long lists of specific campus functions, activities, and services. They were asked to rate each in terms of their importance for achieving the educational goals which the student had established. There were a few changes in the list among the three administrations of the survey, but in each one, the five possible responses ranged from "very important" (with a rating of five points) to "not important at all" (with a rating of one point). In the 1989 survey, 7 items dealt with faculty and classroom instruction; 10 items addressed academic support services; and 15 items were devoted to a wide range of student services and social programs on campus. Table 13 shows the percentage who responded "important" or "very important" to the question in column one, the average score for each item in column two, and the overall ranking of the item in column three.

Table 13

Q. *Many factors play a part in helping us achieve our educational goals. Please rate the importance of the factors below in terms of their importance for your education.*

	Percent Imp. or Very Imp.	Mean	Rank
Instruction			
Instructional quality	98	4.8	1
Content of courses	95	4.5	2
Fairness of testing and grading	93	4.5	3
Variety of courses offered	92	4.4	5
Intellectual stimulation from faculty	90	4.4	6
Accessibility of faculty	88	4.3	7
Class size	70	3.9	13
Academic Support			
Convenience of class scheduling	92	4.5	4
Publications: catalog and schedule of classes	80	4.1	9
Library collections	79	4.1	10
Library service	77	4.1	11
Academic advising services on campus	77	4.1	11
Computer facilities	67	3.8	14
Lab facilities	64	3.6	17
Tutoring/basic skills services	55	3.4	18
Pre-college advising from my high school	52	3.2	21
Pre-transfer advising from my community college	49	3.1	23
Student Services			
Parking	81	4.2	8
Career guidance from faculty	74	3.9	12
Student health service	66	3.7	15
Career guidance from career planning office	65	3.7	16
Campus food services	52	3.4	19
Financial aid office	56	3.3	20
Campus orientation programs	48	3.2	22
Special student services (e.g., disabled, EOP, affirmative action, older adult)	48	3.1	24
Social and cultural activities	43	3.1	25
Student union	42	3.1	26
Psychological counseling	38	2.8	27
Recreation programs/activities	35	2.8	28
Campus housing	31	2.4	29
Intercollegiate athletic programs	26	2.4	30
Child care	22	2.1	31

■ ***Instruction.*** There is virtually no disagreement among CSU students concerning the overall importance of instruction in their educational experience. The faculty, degree programs, and the classroom itself are the major components of instruction and all appear to be of equal importance. Six of the top seven items of greatest importance to CSU students are related directly to faculty and instruction; only the issue of class size is of secondary importance.

Neither the rankings nor the magnitudes of these findings have changed much over the years. Perhaps the major change has involved faculty. The importance of the items concerning intellectual stimulation from faculty and the accessibility of faculty each increased by about five percentage points since 1984.

The sub-group variations on these issues were not very strong, but some were fairly persistent. Women and older students consistently rated academic matters such as course variety and content, intellectual stimulation, and instructional quality higher in importance than others. Black students expressed the greatest interest in faculty accessibility and in the fairness of testing and grading. The issue of intellectual stimulation from faculty was much more important to humanities majors than to students in business, engineering, and computer science.

But on matters of relatively high consensus, sometimes the lack of relationships constitute the most interesting findings. For example, the accessibility of and intellectual stimulation derived from faculty were no more important to students on small campuses than to those on large ones; however, the issue of class size was slightly more significant to students at small campuses. The ratings of night students and those with jobs were not significantly different from what day students or those without jobs thought was important. And class level and unit load had little impact. The sense of what constituted the most important issues in college were the same whether freshman or senior, full time or part time.

■ ***Academic Support.*** Virtually all of the items related to instruction were rated as important by at least 90 percent of the sample. The list of ten academic support services engaged the interest of a smaller but still significant proportion of the respondents. Class scheduling ranked fourth in the total list of 32 items, with an average score of 4.5; by contrast, community college advising ranked twenty-third in importance, with an average score of 3.1. Campus publications (such as the catalog and class schedule), the library, and academic advising were each rated as important or very important by more than three-fourths of the sample. Laboratory and computer facilities were of major importance to two-thirds of the students, while tutoring and pre-college advising were rated as important by roughly one-half of the respondents.

The most significant decline in educational priorities from previous surveys occurred in library services. About 10 percent fewer students rated the library as being important or very important in 1989. (However, there was a change in the question format which separated library collections and services.) Four percent more students rated class scheduling as a major priority, while advising services on campus declined in importance by 4 percent. The most dramatic gains over 1984 occurred in two areas: the importance of computer facilities increased from 45 to 67 percent, and tutoring and basic skills services increased from 43 to 55 percent.

Following is a summary of the most significant variations by campus and student groups on academic support services:

1. Class scheduling was easily the most important of the academic support services listed among virtually all categories of respondents: undergraduates, graduates, full- and part-time students, Whites, ethnic minorities, commuters and non-commuters, day students, night students. There were a few minor differences by academic major.

Although the item asked students to rate the "convenience" of class scheduling, many may have rated the availability of the courses themselves. A course with only a few sections offered may not only be inconvenient but, owing to high demand, may be unavailable as well. The scheduled time of a class which a student needs to graduate may be less important than the opportunity to enroll in it in the first place.

2. The importance of library collections and services did not vary significantly by class level. However, as might be expected, they are of greater importance to students majoring in the humanities and social sciences than to those in professional fields.

3. Laboratory facilities were rated as "very important" by almost half of the students in science, engineering, and computer science, and by one-third of the students in the arts. Otherwise, class level assumed significance only for graduate students in lab-based disciplines.

4. There were few differences in student ratings concerning computer facilities other than the natural tendency for majors in technical and professional fields to consider them of greater importance.

5. Academic advising services, whatever the source, were rated highest in importance by lower-division students, community college transfers, and majors in interdisciplinary studies. Sixty-two percent of those who received most of their advising from special program offices on campus considered it to be very important, a much higher percentage than those who received it from other sources. Female students attached much greater importance to advising than did male students, and Blacks accorded it the highest rating among ethnic groups.

6. Two-thirds of the students who entered the CSU as new freshmen considered pre-college advising from their high school to be important. Almost three-fourths of those who entered as community college transfers rated such advising from their college as being important.

7. Campus publications such as catalogs and bulletins are used by many students as their major source of academic advisement. The data suggest that this is particularly true among freshmen and considerably less so among graduate students.

8. Tutoring and basic skills services are most important to three audiences: freshmen, ethnic minorities, and non-citizens. There were no significant variations by academic major, with the exception that students in education, who are much older and mostly postbaccalaureates, rated it comparatively low in importance.

■ ***Student Services.*** Only one of the fifteen items listed under student services (parking) was ranked in the top ten of student priorities. Ten of those listed were ranked number 20 or below, with intercollegiate athletic programs and child care services at the bottom. With the exception of parking, only the issues of career advising and student health services were rated as important or very important by at least two-thirds of the sample.

Three general observations are worth mentioning in regard to these figures. First, most types of student services are designed to address the specialized needs of limited student groups; child care services, financial aid, housing, and counseling centers are not intended to hold much interest for the vast majority of students who do not need such assistance. Unlike the earlier topics of instruction and academic support, student services are less matters of broad consensual concern than ones which appeal to the more narrow interests of specific issue publics. Even services which are designed for the student population at large (health centers, student unions, recreation programs, social activities, career advising) typically attract only a portion of the campus community, usually younger, full-time students. In short, the overall ranking of student services in the total scheme of student priorities should be fairly low, given such considerations. The real issue is whether an individual service is perceived as being important by the specific audience for which it was intended.

Second, whatever the priority of student services, they are unlikely to have either the "pull" or the "push" effects of academic matters either in terms of attracting students to an institution or driving them from one. With the possible exception of financial aid, students rarely attend a university or leave one solely because of such services. The presence of housing may be an inducement, and the frustration of parking may be an irritant, but the fundamental decisions governing college participation tend to revolve around broader issues of academic concerns and personal lifestyles.

Third, because these are matters of relatively low salience to many students, the data reflect a fair amount of volatility over time. For reasons which are not entirely clear, the importance of campus social activities declined by ten percentage points in 1989, compared to 1984, and psychological counseling dropped by 14 points (although slight changes in question wording undoubtedly played a role). For reasons which are more apparent, parking increased by 15 points to 81 percent in 1989. Despite such changes in percentage points, the relative rankings of the student services items were fairly stable.

The variations by campus and student groups were frequent and sometimes substantial on the student services items which, again, points to the need for campuses to examine their data carefully. It is not feasible to list all of the substantive differences here, but following are those which appeared to be the

most consistent and pervasive patterns in the data:

1. Parking was rated as a major priority by almost everyone: day and night students, full-time and part-time students, large and small campuses. Fifty-nine percent of women students considered it to be "very important," compared to 47 percent among men.

2. Financial aid is significantly more important to at least four groups of students: those who are lower division, permanent residents, ethnic minorities, and economically disadvantaged. The percentage differences between these categories of students and the full sample were typically 20 points or more.

3. Campus housing is a priority primarily among young, full-time students. It is important also to recent immigrants to the United States and to visa students. Blacks were twice as likely as Whites to rate housing as "very important." The broader patterns in the data seem to suggest that demand for student housing is less one of economics than one of preferences. Unlike virtually every other student service, students from lower socio-economic status backgrounds did not rate housing higher in importance than other respondents.

4. Student health and counseling centers are most important to very young students, women, single students, and those from extremely low-SES family backgrounds (particularly Blacks).

5. Presumably, career advising services would be a much greater priority to seniors than to freshmen, but the data indicate that there are no differences. And academic major plays only a minor role in student ratings of career advising; students in technical fields rate it slightly lower in importance. There is also evidence that career and academic advising are related in the sense that each appears to operate in two separate networks, institutional and interpersonal. The former are formal university offices and programs and serve primarily young students and ethnic minorities (especially Blacks), while the latter tend to be faculty or fellow students who serve other specialized populations.

6. By their very nature, orientation programs, child care, and special student services (e.g., EOP, Adult Re-Entry) are designed to address the needs of limited populations. The data varied in predictable directions based on student age, class level, ethnicity, dependents, and financial background.

7. Finally, recreation programs, student unions, food services, intercollegiate athletics, and campus social and cultural activities form a broad network of services which are designed to promote social integration with the institution. In almost every instance, the same categories of students expressed significantly greater levels of interest in these services: young, full-time, non-citizens, non-commuters, and Blacks.

Campus Choice

The decision to attend college is only the first step. The next one is to find an institution which appears to satisfy the life goals and educational priorities which the individual has developed. In California, the search for a compatible institution takes place within an educational environment of immense diversity and opportunity, including 107 public community colleges, 20 campuses of the California State University, 9 campuses of the University of California, 176 private institutions, and more than 1,000 vocational schools. In most urban areas, the student can choose from among a dozen or more institutions within easy driving distance. The choice of programs, costs, and campus environment is limited only by the admissions standards of each institution and the ability to pay if admitted.

Most students admitted to a CSU campus either finished in the top one-third of their high school graduating class or completed the courses required for transfer from another college or university. The system also enrolls about 15 percent of new freshmen and 6 percent of new transfers under special admissions criteria. For reasons of costs, degree programs, convenience, reputation, environment, or some other consideration, the respondents in the SNAPS studies chose to attend a particular CSU campus over competing options, including other CSU campuses. The question is why, and the data in Table 14 speak to the relative influence of four broad categories of reasons for college choice: access, programs and reputation, finances, and environment.

■ *Access.* Students were asked to rate the importance of 18 items as factors in their decision to attend a particular CSU campus. Four of these were related to the question of time and convenience (which constitutes a narrow definition of access, distinct from program availability or low cost). Seventy-eight percent chose their campus, at least in part, because it was close to their home or place of employment; this issue was rated fourth highest on the list. Access to convenient public

transportation or the opportunity to work on campus were among the least important considerations. The availability of campus child care services was important to only 7 percent of the respondents, which placed it last in importance, at least as a recruitment factor. The employment and child care ratings did not change from the two earlier surveys; no direct comparisons could be made on the other items.

Table 14

Q. *Please rate the importance of each of the following factors in influencing your decision to attend this particular university.*

	Percent Imp. or Very Imp.	Mean	Rank
Access			
Convenience: close to home or work	78	3.8	4
Convenient public transportation to school	18	1.9	14
Opportunity to work on campus	15	1.8	16
Availability of on-campus child care	7	1.4	18
Programs/Reputation			
Availability of a particular major	80	4.2	1
Academic reputation of the campus in my major	74	4.0	3
General academic reputation of the school	67	3.7	5
Recommendations from family, friends, alumni	42	3.1	7
Recommendations from school or college counselors	40	2.9	9
Reputation of athletic programs	9	1.7	17
Finances			
Low to moderate cost	76	4.1	2
Availability of financial aid	41	2.8	10
Environment			
Geographic setting of the campus	46	3.2	6
Overall appearance of the campus	40	3.0	8
Size of the campus	28	2.5	11
Ethnic composition of the student body	20	2.3	12
Chance to leave home	23	2.2	13
Availability of on-campus housing	17	1.9	15

The previous section demonstrated the largely nontraditional character of the CSU population in the sense that significant proportions of the students are older and part time, attend classes at night, commute to campus, and have outside employment. Therefore, the issues of time and convenience were especially prominent in the decisions of graduate students, married students, commuters, and working students for choosing a college, i.e., those for whom college meant balancing the competing demands of family, career, and school. Time and convenience also tend to be slightly more important to students from lower-SES backgrounds, perhaps because they can be related to costs. The mean rating of this item across all campuses was 3.8; it achieved a score of 3.0 or less on only two campuses.

The issue of public transportation to campus obviously is limited to urban areas and largely to the recent immigrants and economically disadvantaged groups who often live in such areas. For example, fully one-third of the Asians, Filipinos, and Blacks in the sample rated public transportation as important, compared to only 10 percent among Whites.

The opportunity to work on campus can be both a financial and a convenience attraction. The data suggest that it is primarily a concern for younger students who already live close to campus, particularly immigrants and ethnic minorities. Campus child care is a major attraction for the limited number of students who have multiple dependents, work commitments, and greater financial problems, many of whom apparently are ethnic minorities. This item had a mean score of less than 2.0 on almost all campuses, and a score of 3.0 or greater on only one campus.

■ ***Programs/Reputation.*** A second set of factors structuring college choice is the availability of degree programs and the reputation of the institution generally. The data in Table 14 suggest that academic considerations are among the most important to CSU students. Program availability (another form of access) was the most important item in the list; students on all campuses gave it a mean score of 3.9 or greater. The academic reputation of specific programs and of the university generally were ranked third and fifth, respectively. The recommendations of family, friends, alumni, and school and college counselors were rated as important by only 40 percent of the sample, but these (largely reputational factors) still were among the top ten in importance overall. The reputation of athletic programs per se appears to be of marginal value as a recruitment factor, although it may serve to enhance the visibility and reputation of the institution in some indirect fashion.

All of the items pertaining to programs and reputation appear to have increased in importance from the 1981 and 1984 surveys. However, this is probably an artifact of the survey methodology in 1989 which used a weighted sample. Academic programs and reputation are the strong suits of large campuses, and by insuring their proportional

representation in the 1989 sample, such issues gained several percentage points.

The vast majority of degree programs in the system are offered at all or most campuses throughout the state's major regions. Student choice, then, tends to be limited less by the actual availability of a degree program than by considerations of personal convenience and academic reputation. However, it does appear that majors in professional fields place a somewhat greater emphasis on program availability than other students, for whom the range of choices may be somewhat greater.

The findings were broadly consistent concerning program and institutional reputation as important factors in campus recruitment among student subgroups. The following categories of students yielded no significant differences in their responses to the items on academic reputation: family socio-economic status, class level, and employment status. However, there were some significant differences according to student ethnicity, academic major, age, and campus size. Students on large campuses, Filipinos, and majors in arts, business, and technical fields were most likely to emphasize the importance of academic reputation in their choice of a CSU campus. Recommendations of significant others played a slightly larger role in the decisions among young students for choosing a school to attend. There were some important differences by campus with mean scores varying from a low of 2.7 to a high of 3.9.

■ ***Finances.*** Student fees and tuition in the CSU are roughly one-half of those in the University of California, and less than one-tenth of those charged at the average four-year private institution in California. The state's community colleges charge only about $100 per year. Cost factors, therefore, involve the competitive position of the CSU as a whole vis-a-vis other segments of higher education in the state. The intra-system competitiveness of this issue is limited, for the most part, to financial aid variations among CSU campuses and expenses related to geography and housing.

The relevance of cost factors in college choice decisions can be expected to vary according to changes in university fee policies and in economic conditions in the state and nation. In 1981, 64 percent of the respondents identified "low to moderate cost" as an important or very important issue in deciding to attend a particular CSU campus. In 1984, the percentage had dropped to 54 percent, following three consecutive years of substantial fee increases. In 1989, fully 76 percent indicated that low fees were an important factor, placing it second among the total list of reasons for choosing a CSU campus. Once again, the CSU is perceived as being a very good bargain. Perhaps the most important point is that this appears (for the time being) to be a consensual issue among CSU students. There were no significant variations by age, unit load, marriage or employment status, or even family socio-economic status, although there was a slight tendency among Black and Mexican-American students to rate it slightly higher in importance.

Roughly 25 percent of CSU students receive some type of state or federal financial aid in the form of loans, grants, or scholarships. The availability and amount of financial aid varies considerably by educational segment and by campuses within segments. Accordingly, it can play a crucial role in choosing a college. Forty-one percent of the respondents in the 1989 survey indicated that financial aid was an important factor (the item was not included in earlier surveys). The percentage among ethnic minority students ranged between 50 and 62 percent; it was only 32 percent among Whites. The percentage of permanent residents who rated financial aid as "very important" was 44 percent, roughly twice that for all other students. Recent immigrants, young students, and (by a two to one margin) students from lower-SES backgrounds also emphasized the significance of financial assistance.

■ ***Environment.*** Campus environment is probably the most subjective of the various influences underlying college choice. The six items under environment in Table 14 suggest at once a sense of personal freedom and independence, together with aesthetic values of physical place, scale, and appearance.

Only two of the environmental items were rated among the top ten in importance generally: the overall appearance and the geographic setting of the campus. Campus size was important to 28 percent of the respondents, and the ethnic composition of the student body was important to 20 percent. The related items of "chance to leave home" and "availability of on-campus housing" received scores of 23 and 17 percent, respectively. All of the environmental items increased in importance from 1984, with the exception of campus size, which again suggests that the change was a product of sample weighting.

The significance of geography, campus appearance, a chance to leave home, and campus housing is related primarily to young students and to a handful of campuses in the system located in rural areas of the state. The concern about campus size is concentrated heavily on small campuses and primarily among young students who do not commute. The ethnic composition of the student body was rated highest in importance by students on urban campuses with large ethnic concentrations. Specifically, only 12 percent of the White students rated this as an important factor, compared to 43 percent among Blacks, 40 percent among Filipinos, and 35 percent among Mexican-Americans.

The general pattern in all of the data pertaining to campus choice was for older students to express a concern for pragmatic issues of convenience, and for younger students to entertain a much wider range of factors in choosing a campus, including reputation, environment, and costs. But the dominant motivations clearly cut across student groups. The reasons that students gave for choosing a CSU campus in 1989 were the same ones identified in earlier surveys: the availability and reputation of a particular degree program; the convenience to home or work; comparatively low cost; and the general academic reputation of the institution. With the possible exception of a small number of campuses in the system, all else is secondary to these major factors. Campus choice among CSU students, then, is not purely a product of either academic or pragmatic concerns, but a combination of both. Most of the other, more specialized factors tend to be limited to relatively small groups of students on specific campuses.

Conclusions

The findings on student goals and priorities reviewed in this section are linked to three underlying influences: cultural, social, and institutional.

The influence of broad cultural values was apparent in student orientations concerning life goals and degree objectives. The dominant pattern was one of consensus.

Social or demographic influences produced a large number of differences among student groups in educational priorities and campus choice decisions. These were less matters of consensus than ones of specific issue publics, each identifying a fairly narrow range of needs, concerns, and expectations to structure their college experience.

Institutional influences produced patterns of both consensus and cleavage. The diversity of campus sizes, environments, and programs in the CSU was evident in the wide range of factors which often entered into college choice decisions. But the most important pattern was the broad agreement across campuses and across student groups on the fundamental reasons for attending a CSU institution: convenience, academic reputation, and comparatively low cost. The ability of one system to successfully address each of these major factors simultaneously may constitute the unique advantage of the CSU among the state's institutions of higher education.

SATISFACTION LEVELS

Attitudes and opinions are the heart of most survey research. Their measurement indicates both the direction and degree of student preferences and evaluations. In an era of institutional outcomes assessment, a student survey can serve as a kind of "report card" on how well faculty and campus administrators are performing their jobs. Although subjective in nature, student evaluations can be important indicators of institutional health when considered along with objective data such as graduation rates, test scores, enrollment demand, and financial stability.

Ideally, student satisfaction levels should be examined and understood in the context of at least three factors. First, opinions and attitudes usually tap the "affective" dimension of human thinking and behavior, i.e., how one "feels" about an issue on a range of like-dislike, favorable-unfavorable. By themselves, they suggest little about how much one may know or even care about the issue. So it is critical that attitudinal evidence be evaluated in terms of two additional considerations: student knowledge about the issue and student ratings of its importance. Simply stated, perceptions and specific percentages of high or low quality may not mean very much if divorced from related evidence about an issue such as "don't know" or "don't care."

Second, students, like citizens generally, vote with their feet. They may think or feel one way and behave another way, which simply means that attitudes and behavior may not be congruent. Nor are attitudes very good predictors of or explanations for specific patterns of behavior. Most studies indicate that social background and immediate situational norms are more powerful determinants of student behavior. Attitudes are only one indicator of how students view the institution; whether they stay or leave, the fees they are willing to pay, the classes which they attend, and the services which they use also convey important information about student involvement with and commitment to an institution.

Third, attitudes are largely functions of prior expectations. In general, the higher the level of expectations about campus life, faculty, student services, and instruction, the lower the level of satisfaction with them. The size of the gap between reality and expectations forms the bedrock of attitudinal orientations. On the other hand, students who did not expect much from their college experience and who are pleasantly surprised (i.e., for whom reality exceeds expectations) may be among the most satisfied. Most studies of "alienated" students usually find that their dissatisfaction stems from high and even unrealistic expectations.

The SNAPS studies are able to address only the first of these three caveats directly. It is possible, for the most part, to sort out the uncaring and the unknowing from the sample respondents, and to make the appropriate adjustments in the data on satisfaction levels. However, there are few behavioral indicators in the data, and there is no direct evidence of pre-college or pre-CSU expectations against which to compare student evaluations. A study with limited time and resources must be designed in the inevitable context of theoretical constraints, and these are two which are worth keeping in mind in the present one.

The previous section focused on individual goals, and the next one is concerned largely with institutional policies and reforms. Data in this section link the individual to the institution in the sense that they join student perceptions to institutional performance. Four broad institutional factors are examined: the faculty and instructional quality; academic support services, with an emphasis on advising and computing; student services; and the campus experience as a whole.

Instruction

In the previous section, seven items pertaining to classroom instruction were rated according to their levels of importance: overall instructional quality, faculty accessibility, course variety, fairness of testing and grading, intellectual stimulation from faculty, general course content, and class size. Virtually all of these issues were rated as either important or very important by at least 90 percent of the sample, and were easily among the most significant concerns to CSU students; academic support services, social life, and traditional student services rated far behind as student priorities for achieving their educational goals. There were some variations in priority ratings, but these were related almost exclusively to students rather than to institutional differences. Ratings of quality, on the other hand, may depend as much on institutional factors as on student groups.

The same question asked respondents to evaluate the quality of each of the 32 items on their respective campuses. An option for "don't know" was provided on the assumption that many students may have little awareness of or knowledge about certain issues; these individuals were excluded from the findings shown in Table 15 (the percentages of "don't know" responses appear in column three). The mean quality ratings in column two range from one (very poor) to five (excellent). The first column shows the combined percentage who rated the quality of each item as either "excellent" or "good."

Two-thirds to three-fourths of the respondents gave positive ratings to four of the seven items on instruction; the remaining three items received positive ratings of around 60 percent. All of the mean scores were above 3.5. Most important, instructional quality was rated as excellent or good by 76 percent of the sample, the highest score among the total list of 32 campus factors. On balance, the qualitative ratings accorded instructional quality, faculty accessibility and performance, and program offerings do not measure up to their levels of importance to students, but experience and perceptions seldom match absolute standards.

The changes in student attitudes on these measures from the two previous SNAPS studies are universally positive. For example, instructional quality received excellent or good ratings of 70 percent in both 1981 and 1984, six points fewer than in 1989. Course variety and grading fairness gained eight percentage points over 1984, course content gained six points, and faculty accessibility gained five points. The intellectual stimulation provided by faculty remained unchanged from the two previous administrations of the survey.

Table 15

Q. *Many factors play a part in helping us achieve our educational goals. Please rate the factors below in terms of their quality on your campus.*

	Percent Excellent or Good	Mean	Percent Don't Know
Instruction			
Instructional quality	76	3.9	1
Content of courses	70	3.8	1
Fairness of testing and grading	69	3.8	2
Accessibility of faculty	67	3.8	2
Variety of courses offered	62	3.6	1
Class size	62	3.6	1
Intellectual stimulation from faculty	60	3.6	2
Academic Support			
Publications: catalog and schedule of classes	73	3.9	3
Library collections	72	3.8	8
Library services	71	3.8	7
Lab facilities	59	3.6	28
Computer facilities	59	3.6	25
Tutoring/basic skills services	54	3.5	43
Academic advising services on campus	49	3.3	14
Convenience of class scheduling	39	3.1	1
Pre-transfer advising from my community college	38	3.1	47
Pre-college advising from my high school	32	2.9	35
Student Services			
Student health service	68	3.8	32
Special student services (e.g., disabled, EOP, affirmative action, older adult)	64	3.7	61
Student union	60	3.6	24
Psychological counseling	54	3.5	72
Campus orientation programs	54	3.5	38
Recreation programs/activities	53	3.5	42
Campus housing	48	3.3	59
Intercollegiate athletic programs	48	3.3	57
Career guidance from career planning office	47	3.3	50
Social and cultural activities	47	3.4	40
Child care	46	3.3	76
Career guidance from faculty	44	3.3	28
Financial aid office	42	3.2	49
Campus food services	37	3.1	15
Parking	12	2.1	5

In general, the most satisfied students on most of the items pertaining to instruction were older students, particularly those age 35 and over, students on smaller campuses, and arts and humanities majors. But other sub-group variations were also evident. For example, business majors expressed rather strong dissatisfaction with faculty accessibility; only 12 percent rated it as excellent compared, for example, to 29 percent among humanities majors. Business, engineering, and computer science majors were significantly less satisfied than most others with course content, grading, testing, and faculty performance generally. Predictably, students in lab-based disciplines expressed the highest levels of approval with class sizes. Finally, Asian students were at least 10 to 15

percentage points lower than other ethnic groups in their positive ratings of instruction and faculty; all of the other ethnic groups tended to reflect roughly similar levels of satisfaction.

Sometimes null findings are as revealing as positive relationships. For example, there is a large body of research literature which suggests that student involvement with the campus (e.g., time spent on the campus outside of class) promotes positive identification with faculty, instruction, and institutional structures. Commuters, night students, and those who spend little time on campus generally tended to evaluate such issues as instructional quality, faculty accessibility, and course content as favorably as traditional college students in the sample.

A follow-up question on the survey asked students who rated the quality of teaching as either fair or poor to indicate some of the reasons for their negative assessment. Thirty-one percent of the respondents checked at least one reason from the list of nine options (Table 16). Faculty communications skills, teaching interest and enthusiasm, grading practices, course organization, and command of subject were among the reasons cited most frequently. Faculty patterns of racial and sexual bias were cited by much smaller percentages, although such indictments contain implications far beyond the classroom itself. In general, there is a slight tendency for upper-division students to be more critical of faculty than lower-division and graduate students, but variations among other student subgroups such as age, sex, unit load, major, campus, or class schedule (day or night students) are few in number and weak in significance.

Table 16

Q. *If you think that the quality of instruction on your campus is excellent or good, skip this question. If you think that the quality of teaching is fair or poor, what are some of the reasons? Mark all that apply.*

	Percent of Sample	Percent Responding
Instructors are unable to communicate subject matter	13	43
Instructors lack interest or enthusiasm for teaching	12	39
Instructors are inconsistent in testing and grading	9	30
Courses do not cover material expected	8	26
Instructors show poor command of subjects	6	18
None of the above	5	15
Racial bias shown by instructors	4	12
Courses are geared to the lowest level students	3	11
Sexual bias shown by instructors	2	7
N	15,540	4,777

Academic Support

A second set of ten items provided information on the quality of academic support services on CSU campuses (Table 15). Clearly, campus publications (catalog, schedule of classes) and libraries were among the most highly rated support services. They ranked second and third in overall quality, respectively, in the total list of 32 activities and services; approval percentages exceeded 70 percent. Academic advising at CSU campuses, pre-college advising at the state's high schools and community colleges, tutoring services, and class scheduling received favorable ratings of significantly fewer students. The quality ratings for campus libraries and advising were comparable to those in the 1981 and 1984 surveys. However, tutoring services received 6 percent fewer approval points than in 1984, and the 39 percent for class scheduling continued its decline from 48 and 43 percent in the two previous studies.

There were no significant differences in the ratings of library quality by student major, but the ratings of graduate students were about 20 percentage points below those of lower-division students. Campus advising also was inversely related to class level. And engineering and computer science majors rated tutoring services far below other students.

There were at least three additional patterns of special significance. First, the ratings (mostly negative) of convenience in class scheduling were virtually the same among categories of class level, unit load, campus size, student major, employment status, commute times, and day and night students. Second, there were no significant differences between day and night students concerning the quality of academic advising services on campus. Third, Asian students again were the most critical of advising, tutoring, and class scheduling, with Black students being among the most satisfied in each of these areas.

Campus advising services were the subject of two additional questions in the 1989 survey. One asked students to identify some of the reasons for poor advising services, and another asked them to identify their major sources of academic advising. The general findings are shown in Tables 17 and 18, respectively.

Forty percent of the total sample thought that academic advising on campus was either fair or poor and indicated the reasons from a list of six possible options. The most frequent complaints

were that advisors showed a lack of concern or interest for student needs; were unavailable when needed; and were poorly informed about degree programs and requirements.

Table 17

Q. *If you rate academic advising on your campus as excellent or good, skip this question. If you rate academic advising as fair or poor, what are some of the reasons? Mark all that apply.*

	Percent of Sample	Percent Responding
Advisors show lack of concern or interest for students' needs	19	47
Advisors are unavailable when needed	18	45
Advisors are poorly informed about degree programs and requirements	15	38
Catalog is confusing	9	23
None of the above	6	15
Racial or sexual bias	1	3
N	15,540	6,235

Table 18

Q. *Where do you currently receive most of your academic advising? Mark only one.*

	Percent
Faculty in my major department	30
Campus catalog	21
Advising centers in my major department or school	16
Fellow students	15
None of the above	8
The university advising center or general studies	7
Administrative or program staff (e.g., EOP, adult re-entry)	4

These evaluations are difficult to assess in the absence of data concerning the sources of advisement, so the percentages in Table 18 provide some clues to the relative distribution of advising services on CSU campuses. Notice that about one-half of the advising is departmentally oriented; the remainder is scattered among the campus catalog, fellow students, university advising centers, special programs staff, or "other."

There were at least three major patterns in the data on advising services. First, dissatisfaction with advising increases with class level through senior status and then moderates among graduate students. Second, Blacks tend to be slightly more satisfied with advising than other ethnic groups, with the exception of the item on racial bias among advisors. Third, the source of advising is the major determinant of attitudes about it, and student groups vary significantly in terms of who gets advising from whom. Following are some of the dominant relationships among advisors, advisees, and student attitudes:

1. University advising centers, special program offices, and fellow classmates are much more likely to advise lower-division students than upper-division and graduate students. The extent of faculty advising increases dramatically with student level, and use of the catalog as the primary advising source is spread evenly across all class levels (about 20 percent).

2. Academic major is an important determinant of advising services: university advising centers serve mainly undeclared students; business majors are the least likely to receive their advising from faculty (only 14 percent, compared, for example, to 40 percent and above in many other disciplines); students in interdisciplinary studies tend to receive a large share of their advising from school or departmentally based centers.

3. The major sources of advisement for Black and Hispanic students are more likely to be institutional in nature than interpersonal; the reverse is true for Asian and Filipino students. Whites are the least likely to use special program offices as a major source of advising (only 1 percent).

4. The smaller the campus, and the longer one stays at a campus, the more likely a student will use faculty as a source of advising.

5. The primary source of academic advising is unrelated to the amount of time one spends on campus outside of class, unit load, employment status, or class schedule.

6. Dissatisfaction with advising is highest among those who get most of their advising from the catalog or from fellow students, and lowest among students who depend on special program offices (EOP, Student Affirmative Action, Adult Re-Entry) and advisement centers. Paradoxically, students gave extremely high marks to campus publications (including the catalog). But there was also evidence that faculty advising was not just operational (course scheduling, degree requirements), but substantive and intellectual as well, particularly among upper-division and graduate students.

In addition to libraries, advising, tutoring services, and class scheduling, the 1989 questionnaire also gathered evidence concerning the quality of two other important academic support services: laboratory and computer facilities. Both received positive ratings (i.e., responses of good or excellent) of 59 percent, and mean scores of 3.6; both were

unknown quantities to about one-fourth of the sample. The data suggested that arts majors were much more likely to express satisfaction with the quality of lab facilities than students in other disciplines, and that positive ratings of lab facilities tended to decline with increases in class level.

Computer facilities were the subject of somewhat greater attention in the survey. Students were asked whether the use of computers was required in their course work (no distinction was made between mainframes and personal computers) and whether they had adequate access to computers on their campus. Two-thirds or exactly 66 percent of the sample indicated that computers were required in their course work. Of course, the strongest relationships to computer use were according to student major: the rates of use were 92 percent for engineering and computer science majors; 80 percent in business; 66 percent in math and science; and roughly 50 percent in the other disciplines combined. Men have higher utilization rates than women (72 to 61 percent), while Asians have the highest rates (78 percent) and Blacks have the lowest rates (57 percent) among ethnic groups.

Another question asked students whether they had adequate access to computers on campus. Sixty-eight percent of those who indicated a need for computers in their course work thought that the campus had provided adequate access to them. Levels of satisfaction with computer access declined slightly with class level and among night students. There were no significant variations by ethnicity or student major. Only two campuses in the sample received positive responses lower than 60 percent, and the highest campus rating was 82 percent.

Student Services

Fifteen services were listed for student evaluations of campus quality. With the exception of parking (which, strictly speaking, usually is not considered a traditional student service), fully one-third to three-fourths of the respondents indicated that they had no awareness, knowledge, or experience concerning the services listed. Among those who did have an opinion, about 40 to 60 percent evaluated the various services as excellent or good (Table 15). Health services received the highest positive rating (68 percent), while food services (37 percent) and parking (12 percent) were given the lowest scores on quality. It is also instructive that the "don't know" responses on parking and food services were the lowest among the items on the list. Following are some of the more important patterns in the data concerning the quality of specific student services:

■ ***Parking.*** Only 7 percent of the students on the six largest campuses rated parking conditions as good or excellent, and only two campuses in the sample achieved mean quality scores of at least 3.0. There were no significant differences of opinion on this issue between day and night students, nor among students with varying commute schedules. It might be noted that evaluations of parking quality could involve a number of factors such as availability of spaces, adequate lighting, and distance from class.

■ ***Campus Housing.*** Students on foreign visas were significantly less satisfied with campus housing than resident aliens or U.S. citizens.

■ ***Student Unions, Social Activities, Recreation Programs.*** Again, visa students were the least satisfied with these services (presumably, they are also the students with the greatest need for social integration on the campus). Large campuses received much higher ratings than small ones on the quality of student unions but there were no important differences by campus size concerning the quality of social and cultural activities. Young, lower-division students tended to be the most satisfied group with these services, but their levels of perceived quality appeared to be unrelated to the amount of time students spent on campus or when it occurred.

■ ***Orientation Programs.*** Although all CSU campuses offer orientation programs for various student groups, student evaluations tend to reflect the relative emphasis which they receive on each campus. Campus size is far less important than the organization and resources which are committed to this activity by campus faculty, staff, and administrators. Although the mean quality rating systemwide was 3.5, campus means ranged from 3.2 to 4.1. The most important differences among student groups were for Blacks to be the most satisfied and Asians the least satisfied.

■ ***Special Student Services.*** Again, more than 70 percent of the Black and Hispanic students rated the quality of these services as good or excellent, compared to only 49 percent among Asian students.

■ ***Financial Aid.*** American Indians and Mexican-Americans were the most satisfied with the quality of financial aid services, while Asians were the least

satisfied; visa students expressed a similarly low level of satisfaction.

■ ***Child Care.*** Although the number of students with opinions on child care services is rather small, there does not appear to be much consensus about their quality. One-half of the students with dependents thought that the services were good or excellent, and the other half thought that they were fair, poor, or very poor. The question did not obtain separate ratings on the availability versus the provision of services, for child care or for any of the other student services; the answers to such questions await more detailed studies of specific areas.

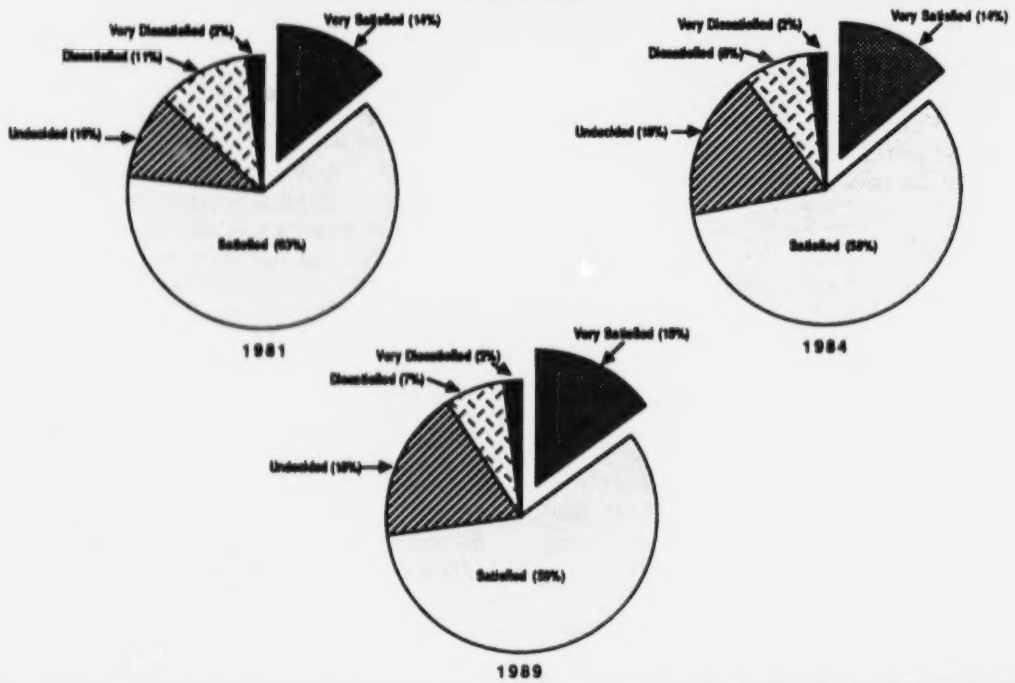
It is worth remembering that ratings of campus quality, whether of instruction or support services, reflect student perceptions of reality and may not be supported by more objective indicators of quality. Moreover, the perceptions and ratings of faculty and campus administrators may differ from those of students. Finally, campuses vary in the amount of time and resources which they devote to certain issues, particularly in the area of student services. Certain campuses place an emphasis on serving the needs of specialized populations so it may not be surprising to find significant campus variations in student evaluations.

Overall Satisfaction

It is often easy to get lost in a maze of numbers from almost any survey. The identification of general patterns in the data may not be self-evident, so it is usually a good idea to design a few questions which ask the respondents themselves to provide overall assessments. A question of this nature was included in each of the three SNAPS administrations. It asked the student to "mark the one response that comes closest to your feeling about the following statement: I am pleased with my overall experience on this campus." The findings from each of the three surveys are displayed in Figure 3.

The distribution of responses for 1981, 1984, and 1989 is very similar. The percentage of students who agreed or agreed strongly with the statement (i.e., were satisfied with their campus experiences) stood at 77 percent in 1981, 72 percent in 1984, and 73 percent in 1989. The percentage of dissatisfied students declined from 13 to 10 to 9 percent,

Figure 3
Overall Satisfaction With Campus Experience
1981-1989



respectively, and the undecided category increased from 10 to 18 percent in recent years. The general picture, then, is for a little over seven in ten students to offer favorable evaluations of their campus, for about one in ten to be critical of it, and for almost two in ten to be undecided.

Again, some familiar patterns emerged. Small campuses seemed to enjoy a slight advantage over large ones; 21 percent of the students at the former "agreed strongly" with the statement, compared to 12 percent at large campuses. However, 15 of the 18 campuses in the sample had positive ratings of at least 70 percent; the campus range of positive evaluations was 59 to 88 percent. Humanities majors were the most satisfied, and students in engineering and computer science were the least. Whites, Hispanics, and American Indians each offered approval ratings of around 75 percent; the levels among Blacks and Asians were 64 and 61 percent, respectively.

But the most important feature of student responses to this question was the degree of consensus among various groups. There were no significant differences among categories of class level, unit load, age, sex, employment status, or class schedule (day versus night). Interestingly, satisfaction levels neither increased nor decreased based on the length of residence at a particular campus.

Overall satisfaction is a composite feeling or perception which is conditioned by exposure to each of the three categories of campus services and activities: instruction, academic support, and student services. Perhaps the important point is that these three areas are not of equal weight in producing a generalized feeling of satisfaction or dissatisfaction with the campus experience as a whole. The quality of classroom instruction and faculty interaction far surpass any other variables in determining how students rate their college experience. Support services of various kinds, campus social life, and even the inevitable frustrations of class scheduling and parking are only weakly related, at best, to one's long-term sense of identification with or attachment to the institution.

The systemwide report on the 1984 survey suggested a sort of hierarchy among categories of institutional influences. Overall student satisfaction depends on scores of specific experiences, but the most important types, in rank order, appear to be the following:

1. Instructional quality, course content, classroom experiences.

2. Faculty accessibility, intellectual stimulation, and advice.

3. The quantity and quality of interactions with fellow students, including those organized through university programs, whether academic or social.

4. The personal assistance provided by student support services such as academic tutoring, financial aid, health and counseling centers, child care, and so forth.

Students live in three types of environments on campus: intellectual, social, and personal. The SNAPS data in all three surveys confirmed the primacy of the intellectual environment as the major source of student satisfaction.

Conclusions

The data on student satisfaction levels can be viewed either in terms of specific groups and percentages (who is pleased and who is not) or as broad indicators of general institutional health and success. Following are a few summary observations which attempt to do both.

Students who need extraordinary assistance in managing their lives generally may be more likely to express unhappiness with their campus experience. Recent immigrants and visa students probably fall into this category. Because many of these students are Asians, it may help explain why engineering and computer science majors (who include high percentages of Asians as well) are among the least satisfied groups. For reasons that are less clear, there apparently is a slight tendency for both the youngest and the oldest age groups to be most satisfied across a wide range of campus programs and services, and for women to be slightly more satisfied than men.

The positive effects of faculty advising on student satisfaction levels were clearly evident on all of the items pertaining to academic issues. Advising received from special program offices, on the other hand, seemed to be positively related only to perceptions of student services. It was not always clear whether the users of certain services were more or less satisfied than non-users, although Blacks seemed to express higher levels of satisfaction with student support programs, many of which directly address the needs of minority students.

On a broader level, the distinguishing feature about these data is the high degree of consensus exhibited

across the entire range of campus programs and services. Student ratings of importance varied far more than their ratings of quality; this was true in the earlier surveys as well. Despite the size and heterogeneity of CSU campuses and student populations, there is a high degree of consensus about what works and what does not work. Instruction, faculty, advising, class scheduling, and parking are issues which are more likely to unite students than to divide them. Although CSU students have somewhat different perceptions about the relative importance of certain issues, they are more likely to agree than disagree about their relative quality.

It is appropriate, therefore, to return to the point made earlier, namely, that the intersection of importance and quality ratings is the crucial indicator of institutional effectiveness. Consider a simple bivariate table with four cells as shown below:

		Importance Ratings	
		High	Low
Quality Ratings	High	1	2
	Low	3	4

Probably the least interesting cells in the table are numbers two and four, but they are nonetheless instructive. For example, health services was the only non-academic area which received a very high quality rating despite being of marginal importance to students overall. Child care, athletics, and campus housing were rated near the bottom in terms of both importance and quality.

Cell three is an obvious area for concern. The two major candidates for campus attention appear to be class scheduling and parking. Scheduling was ranked fourth in importance (92 percent) and fifth from the bottom in quality (39 percent) among the list of 32 items shown in Table 15. Parking was eighth in importance (81 percent) and last in quality (12 percent). The three other areas with at least average ratings of importance which received extremely low quality ratings were pre-college advising from one's high school, community college transfer advising, and campus food services.

But the most significant and the most positive finding in all of these data is that academic issues consistently ranked at the top of student priorities and at the top of campus quality (cell number one). There is no evidence in the 1989 survey, nor in previous ones, that CSU students are dissatisfied with faculty, courses, or the quality of instruction. Instead, student needs (the difference between what they want and what they perceive as having) tend to revolve around less academic concerns of a pragmatic or logistical nature.

EDUCATIONAL OBSTACLES

Few topics have engaged the interest of researchers and administrators in higher education as completely as student attrition and retention. The professional literature is gargantuan, including thousands of studies spanning more than five decades. Profitable industries have been built in recent years to "teach retention" to campus administrators through seminars, workshops, and conventions. As David Riesman once observed about enrollment-driven institutions, the road to survival leads through the marketplace. Institutions have learned that there are two ways to build and maintain enrollments — retention as well as recruitment.

At least two things are particularly useful about retention research. First, the ultimate focus is on behavior, so there is a bottom-line measure which is unambiguous. Second, it links the individual student to institutional policy and behavior as powerfully as any other issue. Attrition studies almost always entail three features: a calculation of rates, an examination of causes, and a prescription for reform. In learning about the behavior of its students, the institution learns something about its own as well.

The CSU has played an active role in the retention movement. The system can point to scores of studies (both systemwide and campus-specific), task forces, programs, and policies with direct implications for understanding and improving retention rates. Extensive longitudinal files have yielded tracking rates on tens of thousands of students extending over periods of ten or more years. Systemwide master plans have been developed on educational equity and on student support services to provide a coherent set of policies, goals, and strategies to guide retention efforts. The survey data presented in this section may fill in some of the remaining data or policy gaps which invariably exist.

Two broad categories of educational obstacles are considered: campus or institutional barriers and external or personal problems. The role of each is examined in the context of student decisions to leave or stay. Special attention is devoted to financial concerns and to the effects of student fees on enrollments. The motivations and destinations underlying transfer to other institutions are also discussed. Finally, some specific implications for institutional reform are considered, based on patterns which emerged from the full set of SNAPS findings. These data move the survey analysis at least one step beyond the cognitive or attitudinal dimensions to broader concerns of student behavior and institutional policy.

Student Attrition

The relative importance of institutional obstacles versus personal problems in student attrition is a matter of great significance. If students are being "pulled" away from college because of personal or family problems, that is one thing. If they are being "pushed" out of college because of something that the institution is doing (or is not doing), that is quite another. Such questions are at the heart of what causes student attrition and how much of it might be prevented by the institution.

However, sorting out the "blame" for student attrition is both simplistic and unproductive. Students attend college for scores of good reasons and may leave for reasons which are equally positive. The mere act of leaving college before earning a degree tells one nothing about the relative levels of growth that the individual may have experienced during college nor about the levels of growth that may occur as a result of leaving it. Moreover, the reasons for leaving may be direct or indirect, conscious or subconscious, rational or irrational, and it is not always clear where personal factors in the decision end and institutional factors begin. A personal

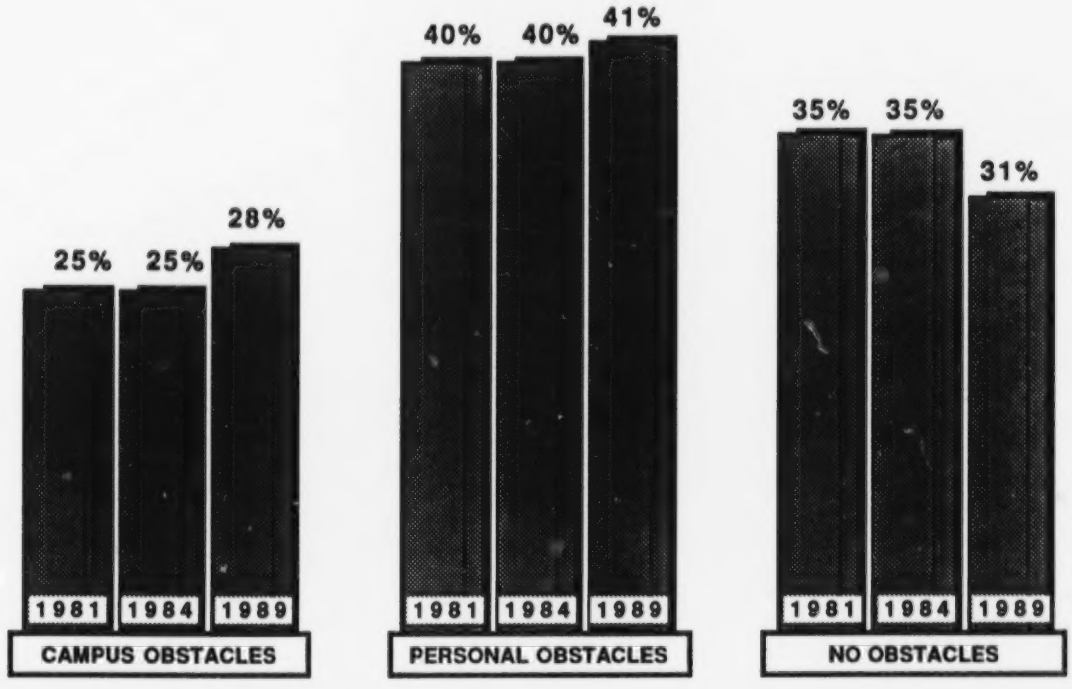
problem of finances may reflect, at least in part, an institutional failure in financial aid programs. An apparent institutional obstacle in the form of some support service such as advising may be due, at least in part, to student failure to use it properly. Still, survey data concerning student attrition can convey useful information provided that they are interpreted with great caution and without the kind of evangelical impulse that fuels many popular accounts of the subject.

Several questions in the SNAPS study addressed various dimensions of student retention and attrition. Indeed, virtually anything pertaining to instructional quality, degree programs, class scheduling, support services, campus social life, personal goals and finances, work schedules, and so forth could affect whether a student remains at an institution, stops out for a time, transfers to another institution, or leaves higher education altogether. But the most general and direct question in the survey merely asked students to identify the greatest obstacle to reaching their educational goals. Three categories of responses were provided: campus-related factors (such as course variety, class scheduling, instructors, support services); external factors (such as family obligations, job, finances, personal problems); and the statement, "I do not see any obstacles to completing my education."

Almost one-third of the respondents saw virtually no major problems impeding efforts to achieve their educational goals. Slightly over one-fourth indicated that institutional factors were their major concern, and the remainder (41 percent) identified external issues as their most important source of concern.

These findings are virtually identical to those obtained in the 1981 and 1984 surveys (Figure 4). The small differences in the 1989 figures carry little immediate substantive significance unless they signal the beginning of a trend which continues in subsequent surveys. On balance, institutional policies and practices appear to be positive or at least neutral influences in the retention decisions among three-fourths of CSU students, while the remaining one-fourth are serving early warnings concerning the presence of institutional obstacles.

Figure 4
Greatest Obstacle to Reaching Educational Goals, 1981-1989



There were few or no sub-group variations on this question by class level, sex, or academic major. The general pattern was constant across each of these categories. However, student age, unit load, and ethnicity did seem to exert some influence on the distribution of responses. Older, part-time students (particularly those with jobs, commuters, and married students) were much more likely than younger, full-time students to cite external factors as potential reasons for leaving school, while the latter were more likely to choose the "no problem" option. The proportions of students who identified the institution as the major problem were consistent across all demographic categories, with the exception of Asians and Filipinos, where the percentages were higher. Hispanic students, on the other hand, were more likely than other ethnic groups to cite external factors as the major obstacle. Each of these patterns was evident in the earlier surveys as well.

The three categories of reasons for leaving school just discussed (campus obstacles, external problems, and none) provide a useful summary of student orientations concerning attrition and retention, but they are too broad to yield information about specific complaints. A second question on this topic attempted to probe somewhat deeper into the kinds of motivations that underlie the decision to leave college. Students were given a list of five campus-related problems which could play a role in attrition and five personal problems which might have the same effect. They were told that these were some common reasons that students often give for leaving college before earning a degree, and asked to identify no more than two items from the total list of ten reasons which explain why students at their campus might choose to leave. This indirect approach de-personalized the issue of motivation in the sense that the respondent was being asked to render a judgment about students in general, based on his or her campus experiences and interactions with other students.

The items cited most frequently dealt with personal as opposed to campus-specific factors (Table 19). Financial problems ranked highest with 44 percent, followed by "lack of interest, motivation, or academic goals" with 40 percent. Of course, the latter also may be due, at least in part, to institutional factors such as poor instruction and advising. The third most frequently cited reason was a generalized "frustration with parking, class scheduling, and bureaucracy" (30 percent). This option invited students to choose a host of favorite (often emotional) complaints related to campus size; still, it ranked only two percentage points higher than the more mundane reason of "time conflicts, demands of job or family." The responses also suggest that poor instructional quality, a lack of campus social life, or inadequate student services are less likely to cause someone to leave a CSU campus than poor academic performance.

Table 19

Q. *Listed below are some common reasons that students often give for leaving college before earning a degree. In your opinion, what are the main reasons students on this campus drop out of school? Mark no more than two reasons from the total list of ten choices.*

Campus Factors	Percent
Frustration with parking, class scheduling, bureaucracy	30
Unavailability of degree programs or courses	20
Dissatisfaction with the quality of teaching	13
Lack of campus social life	7
Inadequate student services	4
Personal Factors	
Financial problems (need to support self/family)	44
Lack of interest, motivation, or academic goals	40
Time conflicts, demands of job or family	28
Poor academic performance, bad grades	20
Earning a degree not a major goal	5

The following represent some of the more interesting sub-group patterns on this question:

1. Campus size was unrelated to any of the following (perceived) reasons for leaving a CSU institution: instructional quality, campus social life, or student services.

2. Upper-division and graduate students were more likely than lower-division students to cite frustrations with parking, scheduling, and bureaucracy as major reasons for leaving.

3. Instruction and degree programs were more likely to be chosen by Asian students than by other ethnic groups.

4. There were no significant differences between the perceptions of new arrivals and those of campus "veterans" on why students seem to leave a particular campus. Students do not appear to change their judgments about a campus based on their length of enrollment.

The general lesson in these data points to the individual rather than to the institution as the prime source of student attrition. Although institutional influences may, in some instances, play a role in

creating or perpetuating some of the personal problems listed by students, the primary focus appears to be more personal than institutional. There are limits to what an institution can do for a student who is thinking of leaving. The revolving door of stop-out, transfer, and drop-out among college students has broader social and cultural dimensions beyond the immediate and concrete causes of money, time, grades, services, or instruction itself. In large measure, such pervasive behavior is probably part of the wider pattern of social and geographic mobility which happens to accompany most nontraditional student populations.

Financial Concerns

College fees and tuition are among the most common concerns of student organizations, not to mention parents. They average about $800 per year for a full-time student in the CSU with residence status. Of course, books and transportation must be added to this figure, together with lodging requirements for those who would otherwise be living at home with their parents. Each of the three SNAPS surveys since 1981 has investigated the issue of student fees and their impact on unit loads and student retention. Before turning to the 1989 data, it might be useful to examine, however briefly, the context in which this issue is perceived by students.

Appendix F summarizes the changes in resident, non-resident, and application fees in the system from 1972-73 through 1989-90. Four distinct periods or phases are evident from the data on resident fees. Phase 1 covered the nine-year period between 1972 and 1981. Resident fees increased gradually to a total of 40 percent during this period, or 4.5 percent average per year.

Phase 2 between 1981 and 1984 witnessed substantial annual increases. In 1981, resident fees increased $93 or 41 percent above the previous year; in 1982, the increase was $186 or 58 percent above 1981; and in 1983, another $187 was added, for a 37 percent annual increase. Overall, the three-year period produced increases of $466 or 206 percent above the level in 1980-81.

Phase 3 lasted another three years between 1984 and 1987, during which time fees remained relatively constant. Since 1987, they have increased by 11, 8, and 8 percent each year, respectively.

In this context, students were asked the following question in 1981, 1984, and 1989: "Are you concerned about financing your college education?" They were given four options, each of which expressed a level of concern linked to continued enrollment in the system. The eight-year trends are shown in Figure 5.

In each year, about 5 percent of the sample indicated that they were concerned enough about college finances that they definitely planned to leave school. Another 20 percent or so in each survey were "very concerned" and were thinking of leaving. Between 42 and 45 percent were "somewhat concerned," but planned to continue. Roughly one-third expressed no immediate concern about financing their education. Of course, the most striking feature in these data is the consistency across time. Neither the absolute nor the proportional changes in student fees appears to have had much effect on student financial concerns or their plans to leave college.

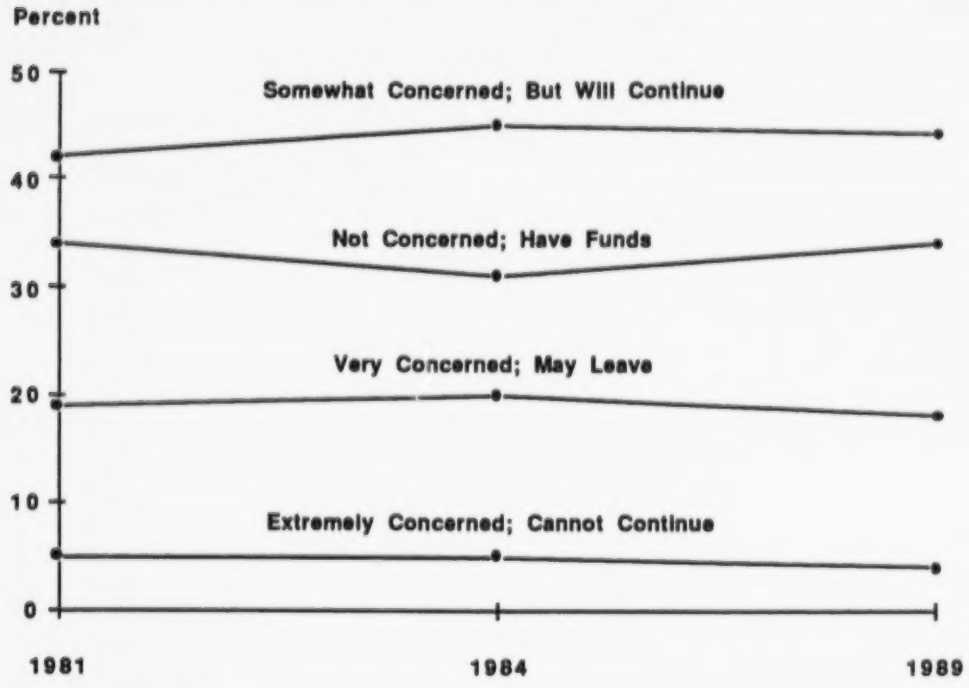
The real issue may not be the absolute level of fees, but their comparative levels vis-a-vis other institutions of higher education in the state. Even significant fee increases may not have adverse enrollment consequences, when considered in terms of the costs and benefits associated with attending a competing institution or of not attending college at all. This is particularly true in a state with a growing population where the number of new students may more than compensate for the number who leave.

For example, the enrollment history of the CSU shows that periods of sudden and significant fee increases have been accompanied by higher unit loads and slight increases in the number of full-time equivalent students (FTE), despite small declines in the number of students who are enrolled. When fees rise only gradually or remain constant, both individual and FTE enrollments increase, while unit loads show only modest gains or even decline. Again, both experience and findings from computer simulation models suggest that the relationship between CSU fee policies and enrollments cannot be evaluated apart from comparative fee structures in other public segments of higher education, the concomitant availability of financial aid to offset fee increases, and the net results on unit load patterns.

Additional findings from the 1981 and 1984 SNAPS surveys tended to reinforce these conclusions. Briefly, the major points included:

1. Data from both of the earlier surveys indicated that unit loads were influenced four to five times as much by academic considerations (e.g., grades, degree requirements) and by convenience issues of job and class schedules as by financial matters.

Figure 5
Degree of Concern Over College Financing — 1981-1989



2. When asked how increases in student fees had affected them, 8 percent of the respondents in 1984 said that they had decided to take fewer units to reduce the overall cost; 24 percent said that they were taking more units to finish school earlier; and 68 percent said that their unit loads had not been affected by higher fees. The net result was an increase in the average unit load in the system from 11.37 in 1980-81 to 11.56 in 1983-84.

3. Two percent of the students in the 1984 sample indicated that they would have to leave school as a direct result of higher fees; 17 percent responded that they might have to stop out for a time; and 81 percent said that the higher fees would not affect their enrollment plans. These percentage distributions held across all categories of class level, age, employment status, and sex, although ethnic minorities were slightly more likely than Whites to consider leaving.

In general, data from all three SNAPS studies suggest that young undergraduates, resident immigrants, and ethnic minorities have the highest levels of financial concern. Older students, including those who have jobs and who are married, appear to be the least concerned about college fees. The nature of one's college funds also has a bearing on the level of financial concern. Students who receive family assistance and those who are receiving employer reimbursement were much less concerned about fees than those using personal savings, grants, and especially loans to pay for their education.

Transfer Plans

Student attrition is a poorly understood issue due, in large part, to the inability of institutions to track students across space and across time. The CSU maintains longitudinal files on student movement within the 20-campus system, but special studies are required to determine the nature and level of movement between the CSU and other institutions. A student who leaves any institution may not leave higher education altogether and, in the absence of adequate tracking data, attrition statistics tend to be exaggerated if not misleading. Similarly, the stop-out phenomenon is widespread among commuting, nontraditional students in urban areas. Unless an institution is able (and willing) to track an individual to the grave, there is no way to know whether one is a temporary stop-out or a permanent drop-out from higher education.

Two items in the SNAPS questionnaires addressed the issues of transfer plans and destinations. First, students were asked if they planned to get a degree at their current CSU campus. Roughly 15 percent of the respondents in the 1989 sample were undecided or had no degree objective at their current institution. The population who responded "no" or "undecided" (N = 2331) were then asked if they planned to transfer to another college or university to continue their education. Thirty-seven percent of the population of potential transfers answered "yes," an equal percentage said "no," and 26 percent were undecided about whether they would transfer. Thus, about 6 percent of the total sample in 1989 apparently had definite intentions to transfer elsewhere (compared to roughly nine percent in 1981 and 8 percent in 1984), although the question format was somewhat different.

Graduate students and undergraduates from community colleges were only half as likely as new freshmen and students from four-year institutions to express plans to transfer from their current institution. Transfer intentions, as opposed to leaving school completely, were concentrated among the following groups as well: young, full-time students; older students who commute and who are employed part time; students who spend above-average amounts of time on campus outside of class; and students from higher socio-economic status backgrounds.

A generalized dissatisfaction with the current campus, and especially with its social life, was the only explicit institutional relationship to transfer plans. In general, transfer intentions appeared to be primarily functions of external problems and commitments rather than of institutional factors. Indeed, lower-division students were twice as likely to transfer than upper-division students among those who did not plan to get a degree at their current institution. Ironically, the closer one gets to a degree, the more difficult it may become to stay in school at all, given outside commitments.

A second question on this issue examined transfer destinations. Given the considerable problems attending institutional tracking, it is useful to discover whether a loss to a given CSU campus represents a loss to the system as a whole, a gain for another segment of higher education, or a loss to higher education altogether. The 862 students in the sample who had definite transfer intentions were provided with six categories of destinations; the findings are shown in Table 20.

Table 20

Q. *If you answered yes to the question on transfer plans, where do you plan to transfer?*

	Percent
University of California campus	41
Other CSU campus	24
Out-of-state college	14
Private college (in-state)	11
Other	9
Community college	3

About one-fourth of those who intend to leave a CSU campus and enroll elsewhere also plan to remain in the system. Another 55 percent plan to attend another institution somewhere in the state, although the percentages vary significantly among the University of California (41 percent), private colleges (11 percent), and community colleges (only 3 percent). Much of the mobility, particularly to the University of California, occurs among graduate students. Transfer plans to private institutions were most likely among students who had full-time jobs, although financial indicators per se made very little difference in destination choices. On the other hand, the ethnic variations were significant. Asians and Hispanics were much more likely than Whites or Blacks to choose the University of California as the most likely place to transfer. And roughly one-fifth of the potential transfers among Whites and Blacks planned to enroll somewhere outside of California.

The 1989 survey did not explore transfer motivations as fully as the earlier studies. However, the general patterns in those data suggested that most of the reasons for transfer were related to practical needs for degree programs, convenience, or relocation. A given institution may have only limited control, if any, over the scores of factors which may cause someone to leave; indeed, some are beyond the control of the individuals themselves.

Campus Reforms

The ultimate value of virtually any kind of educational research is twofold: it either should inform an understanding of basic theory, or it should contribute to the development of institutional policy. The SNAPS study was designed for the ultimate purpose of linking student needs and priorities to institutional policies and programs. The discussion which follows constitutes an action agenda for campuses in the CSU based, in part, on a list of institutional priorities identified by students in the sample.

The question provided students with a total of 18 specific actions which the institution might take to help them achieve their educational goals. There were two instructions. First, if students thought that the campus already was doing all that it could to help, they should skip the question entirely. Second, they were asked to mark no more than three choices from the total list of 18 options. The latter point was intended to constrain any "wish list" behavior and to provide a genuine ranking or sense of priorities among the items.

Fourteen percent of the sample skipped the question, thereby indicating that they had no suggestions for improving campus programs or services. Although the question formats were somewhat different in the two previous surveys, similar proportions elected to make no recommendations in 1981 and 1984. In the 1989 responses, 6 percent checked only one option, 15 percent chose two options, 55 percent marked three, and 10 percent marked four or more (despite instructions to limit the number to three). The percentage and rank-ordered responses are presented in Table 21 within three institutional categories: services, programs, and access.

Table 21

Q. *Listed below are some things that the campus might do to help you reach your educational goals. If you think that the school is already doing all it can to help, go to the next question. Otherwise, mark no more than three things from the total list of 18 choices.*

Services	Percent	Rank
Provide more/better academic advising	23	3
Provide more/better career counseling	16	6
Increase/improve tutoring services	10	9
Provide more/better on-campus housing	5	13
Provide more/better on-campus child care	3	14
Increase/improve personal counseling(psychological)	3	14
Programs		
Offer greater variety/number of degree programs	20	4
Improve the quality of instruction	19	5
Hire better faculty	13	7
Access		
Offer summer courses at regular fees	40*	1
Improve the parking situation	39	2
Schedule more evening classes	19	5
Increase availability of financial aid	16	6
Make financial aid processing easier	11	8
Improve access to computer terminals	9	10
Schedule more weekend classes	8	11
Increase/improve information about financial aid	7	12
Provide more off-campus classes	5	13

*This figure is based only on responses from the 14 campuses in the sample which do not currently offer state-supported summer sessions. All of the remaining data in the table are based on the full sample of 18 campuses.

Two items were rated far ahead of the others in the list. The option to "offer summer courses at regular fees" was chosen by 40 percent of the sample, excluding the four campuses already on state-supported, year-round operation. The second most popular reform was to "improve the parking situation," with 39 percent. None of the remaining 16 choices received more than 23 percent, and seven of the options were far down the list with fewer than 10 percent.

The most general statement that can be made about responses to this question is that specific options activated the interest of specific, and rather predictable, student constituencies. For example, students with dependents were most likely to check child care as one of their priorities. Students with long commutes voted for expanding weekend, evening, and off-campus classes. The choices of young, lower-division students were concentrated among the student services items. Ethnic minorities and recent immigrants were interested in tutoring services, and majors in technical disciplines registered their votes for greater computer access. Asians and Filipinos were the most consistent supporters of reforms in the areas of instructional quality, degree programs, and faculty. Students on small campuses indicated a need for more degree programs, while those on large campuses showed somewhat greater interest in improving instruction. Each option, then, had a certain constituency, and some simply were larger than others.

The important point about the two highest-rated items, summer session and parking, was the level of consensus across student groups. These items were favored by almost all groups in roughly equal proportions. The major exception occurred among lower- and upper-division students on the question of state-supported summer sessions; for example, seniors were twice as likely as freshmen to express an interest in year-round operation. Given other data in the survey, the issue appears to be less one of finances for upper-division students than one of increasing course availability, something which assumes greater significance to those on the verge of earning a degree. Moreover, support for summer session fell below 35 percent on only two of the 14 campuses currently not on year-round operation. Parenthetically, the ratio of summer to fall enrollment on the four campuses with state-supported summer session ranges from 57 percent at Los Angeles to 33 percent at San Luis Obispo.

Still, the signals for institutional reform which emerge from the data generally tend to be few in

number and fairly weak in strength. Students rated academic issues highest in importance, but also highest in quality. The three academic options under campus reforms — expanding the number of degree programs, improving instructional quality, and hiring better faculty — were rated fourth, fifth, and seventh overall in the list of 18 choices, but the percentages never exceeded 20 points. Most traditional forms of student support services were rated low in overall importance and received average to low ratings on quality. With the exception of parking, none of the items on student services were prime targets for campus reform. Class scheduling and advising were the only two academic support services which consistently received high to medium rankings of importance, together with low to average quality ratings; they placed first and third, respectively, in the list of campus reform options.

There appears to be a fair degree of consensus among CSU students on what is important in their educational experience and on the quality of the most highly rated factors. The consensus declines with the importance of the issue and, given that most students are satisfied about the status of their major concerns, there are few issues left on which to build broad-based reform efforts. Instead, the institutional reform agenda which emerges from the data tends to be spread across a range of narrow isssues which speak to the concerns of small subgroups rather than to the student population as a whole. Again, only class scheduling, parking, and perhaps academic advising appear to engage both the interest and the relative displeasure of the total sample. These topics were persistent concerns in the 1981 and 1984 surveys as well, and are probably among the perennial complaints of college students everywhere.

■ *Class Scheduling.* It is generally recognized that class scheduling is primarily a logistical exercise involving finite physical properties of time and space. Student preferences for scheduling convenience, on the other hand, are not constrained by physical limits, so there will always be more demand for classes between 9 a.m. and noon than there is supply of available space. Accommodating peak-hour demand, while avoiding excess capacity and low utilization overall, is a continuous problem for all service industries, higher education included.

But the problem may be deeper than one of student preferences and convenience. There is a hint in these data, which is supported in other aggregate and survey evidence, that class scheduling may be less a problem of convenience than one of necessity in order to graduate. The support for summer session, particularly among upper-division students, is one indicator of a need and desire to expand the availability of courses, not merely the convenience of classes. The time to degree in the CSU continues to lengthen far beyond the traditional four years, a trend which extends to national data as well. A survey of 1,450 CSU graduates in 1987 found that class scheduling was the most important reason among 20 factors in delaying graduation beyond four years (following employment commitments). Part of the explanation lies in the character of non-traditional student populations (older, part-time, employed), and part of it may also be inherent in the management of mega-universities; demand and supply seldom are in perfect balance.

Currently, only three campuses in the CSU have significant facility surpluses, while at least seven campuses have physical capacities which are 10 percent or more below their enrollments. The system is in the process of an ambitious building program, but in publicly funded universities, there almost always will be a time lag between the appearance of student demand and the allocation of resources to accommodate it.

But the supply side of the equation is not only physical; part of it is organizational and even political. The influence of faculty availability and preferences is less easy to observe and measure than student demand and facility limits. Accordingly, expanding student choice in class scheduling may require some combination of facility expansion, new scheduling patterns, and faculty cooperation.

■ *Parking.* Planning to accommodate parking on commuter campuses is yet another logistical function of managing numbers and space, of balancing peak demand and unused capacity. Students were unhappy with campus parking in 1981 and became more so during the decade. However, the number of parking spaces (including temporary) grew by 17 percent from 1981 to 1989, while enrollments grew by an identical margin. The construction and operation of parking is a self-supporting activity in the CSU. A recent increase in parking fees will generate enough revenue to permit construction of an additional 23,750 spaces between 1988-89 and 1992-93, which will provide a net increase of another 17 percent in the number of spaces (about 5,000 existing spaces will be lost to other construction).

Students clearly would like to have a greater number of and more convenient parking spaces; their attitudes about paying for them are less clear. From the institutional standpoint, parking is a form of student access, so the only alternative is to generate enough revenue to meet growing enrollment demand. The alternatives, then, are higher fees and more spaces or lower fees and fewer spaces. Public transportation may offer another option in some urban areas, but at unknown savings to students in costs or time.

Parking is never a pleasant experience in urban environments, whether at shopping malls or universities. Despite the aggrevation, there is little reason to believe that it carries long-term implications for student retention. Presumably, few students abandon their educational and career goals for lack of a convenient parking space.

■ ***Academic Advising.*** There was not much evidence in any of the SNAPS studies that students felt very satisfied with the availability or the quality of advising services. In the 1989 survey, it was found that the dissatisfaction extended to high school and to community college advising, but that the levels of satisfaction with campus advising varied by its source. Faculty and special program advising were the most highly regarded, while other sources tended to be secondary in both importance and quality. While class scheduling and parking were matters of relatively broad consensus, advising was an important concern to a much smaller portion of the student population, primarily younger students, undeclared and interdiscipinary majors, and ethnic minorities.

Advising is difficult to define and measure. It can range from operational advice concerning degree requirements to career assistance to personal counseling. It may encompass social interaction with faculty, academic tutoring, or virtually any kind of contact with university officials, formal or informal. The nature of the exchange may be one of transmitting information, stimulating intellectual insights, clarifying values and goals, or resolving personal dilemmas. Obviously, evaluations of the advising process depend heavily on the nature of the expectations that students bring to it. In its fullest sense, student advising is social and intellectual, although by necessity, it may also have to be technical or mechanical to a great extent.

The SNAPS data do not offer any definitive clues concerning student expectations about the advising process nor the nature of their complaints about it. Older students may merely want help in obtaining a convenient class schedule. Young students may need to explore degree options or assistance in clarifying life and career goals. Minority students may seek a greater sense of social integration with the institution.

In the final analysis, reform of advising structures and processes will require more extensive data on precisely "who" needs "what." Computer-assisted advising, mandatory and intrusive advising, school-based advising centers, and a host of other options are available, but previous experience in the CSU and elsewhere suggests that the nature and source of advising services must be carefully targeted to specific student groups, together with provisions for evaluation and for reward. Unlike class scheduling and parking, academic advising is not merely an operational function involving time, numbers, space, and mechanical artifacts. It is or should be an intellectual and social function which links the student to the instructional process and to the university community as a whole.

Conclusions

Most theoretical and empirical studies of student retention are based on the assumption that student integration with the institution is both possible and desirable. It can take two general forms, academic and social. The former is achieved primarily through the instructional process and faculty contact, and the latter depends on services and activities which increase the student's involvement with the institution and interaction with fellow students, especially outside the classroom.

Three things are interesting about the SNAPS findings in this regard. First, academic integration is important to students, but does not appear to be a major problem for them. They are generally satisfied with the quality of faculty and instruction and have rather concrete and practical expectations about their educational experience. Second, although social integration with the institution is comparatively low on predominately commuter campuses, students seemed to be satisfied with the levels of student services which were provided, and reasonably satisfied with their quality. Third, the unmet needs and priorities of most students tend to revolve around a set of concerns which are neither academic nor social in any pure sense. Immediate, practical issues of convenience temper virtually all of their campus experiences. In a sense CSU institutions can afford the luxury of turning their reform agendas toward logistics because students appear not to have any deep-seated reservations about more fundamental issues of programs, faculty, or support services. In 1989, as in earlier surveys, students have pronounced the institutional health of the system to be good.

CONCLUSIONS

More than 35,000 students have participated in the three SNAPS administrations since 1981. Given the scope of these data, across time, campuses, and student populations, it is possible to draw conclusions about the needs and priorities of CSU students in the 1980s. In addition, the policy implications of the SNAPS findings deserve brief comment. The ultimate value of the data lies in the extent to which they promote an understanding of student goals and priorities compared to those of the institution. The fundamental question is whether institutional policies are congruent with student needs.

Major Themes

The SNAPS findings speak either directly or indirectly to several types of student and institutional issues. First, they point to trends in student goals and value systems and thereby provide linkages to cultural forces affecting college students generally. The renewal of interest in volunteerism and community service is one example; another is the rising concern about campus "quality of life," such as the environmental consequences attending institutional size.

A second set of issues addresses operational or administrative performance. Expanding student access is a major institutional challenge in a state like California, and survey findings are useful in identifying the types of services which are most needed by a growing and changing student population. This may involve building new facilities, maintaining and improving old ones, while keeping fees low; doing a better job of ethnic minority student recruitment and retention; and constantly evaluating student needs in the form of academic support and student services.

The third and most important type of survey findings are academic in nature. They provide at least tentative assessments of instructional quality and thereby can assist in the process of recruiting a new generation of faculty, planning degree programs, and improving delivery systems in the traditional classroom and beyond.

The SNAPS data, then, are a summary snapshot of the underlying values of college students and that of the campus environment; of the operational management of the institution in providing access to needed services; and of the quality of the academic programs themselves. Following is an overview of the major frames in that composite picture.

■ ***Student Goals.*** The 1981 and 1984 data indicated that career objectives far surpassed thoughts of social involvement, civic consciousness, or moral, aesthetic, or intellectual development in the educational goals of CSU students. No doubt, the career emphasis is still dominant, but time and experience suggest at least three caveats worth noting.

First, virtually all surveys of college students nationally during the 1980s show the same pattern, which suggest that CSU students merely are part of that cultural tide. Perhaps more important, careerism appears to be a maturational issue and declines with increasing age. Older students seem to appreciate the broader, intellectual benefits of the college experience. In the SNAPS data, this was particularly true of female students. In addition, the data show that younger students clearly recognize the social value of involvement with the campus and other students. So the career impulse may be the most obvious educational motivation among students, but it is not the only one.

A second caveat to the claim (among some) of excessive careerism involves the lives of students beyond the classroom. Older, part-time students often are

criticized for not being as serious about their education as traditional, full-time students. But, again, their intellectual interests tend to be broader than those of younger students reflected, in part, by their higher rates of community service involvement. Careers and convenience may be major concerns of such students, but so too is the practical application of educational values.

Third, the ambition and tenacity which students display concerning degree goals may suggest commitment which is more than merely symbolic. The time to degree continues to lengthen as an increasing proportion of students persist several years past the traditional fourth or fifth year. While a degree may always be considered a good career investment, students may also recognize that other investments are involved as well.

Academic concerns consistently rated far above anything else among the priorities of CSU students. Faculty contact, intellectual stimulation inside and outside the class setting, course content, and degree options form the core of student educational goals. All else in the college experience clearly is secondary.

■ *Access.* The themes of costs and convenience echo time and again in the 1989 survey as they did in the two earlier ones. The competitive cost advantage which the CSU enjoys vis-a-vis other institutions in the state continues to be a major factor in decisions to attend a campus in the system. But cost is relative; academic reputation is equally important in the decision matrices of potential students. The unique ability of the system to combine low to moderate cost with high levels of academic quality constitutes its true competitive edge.

The importance of convenience can not be overstated. Whatever the advantages of the traditional college environment (and there are many), the lifestyles of CSU students increasingly turn on a wider range of interests. Age, work, family, and geography are the obvious components of this new breed of college student, but so too is the culture. The pace and diversity of urban environments rarely lend themselves to insular learning. Student demands to "do something" about class scheduling and parking may reflect more than the routine frustrations of attending a large institution; instead, they may be prerequisites of the learning process itself in urban institutions.

■ *Instruction.* Certainly the most positive findings in each of the SNAPS studies were that the most important issues to students were also the most highly rated in terms of quality. While students expressed dissatisfaction with some facets of college life, it rarely extended to academic matters, the faculty, or the classroom. The only area which received at least a fair degree of critical note concerned the variety of courses and degree programs, but this reaction tended to be limited to smaller campuses.

■ *Academic Support Services.* Student evaluations of academic support services were somewhat mixed. Libraries and computing resources received generally positive ratings, while advising and class scheduling were greeted with considerably less enthusiasm. Again, the same pattern appeared in the 1981 and 1984 surveys.

■ *Student Services.* Large percentages of the sample had no opinion on many of the student services offered on CSU campuses. It was clear that some of these services tend to reach rather specialized groups in the student population. Still, there was no evidence that the current level of services was inadequate; with the exception of parking, relatively small percentages of the respondents rated expansion of such services as being a high priority. In general, the ratings of quality accorded student services were somewhat below those of academic support.

Stability and Consensus

At still higher levels of generality, two factors appear to structure virtually the full range of SNAPS findings. The first is the relative stability of the data across time, and the second is the high level of consensus exhibited across student groups.

With few exceptions, the priorities of CSU students and their assessments of campus programs and services displayed little variation over the eight-year period. Perhaps the most obvious reason is that neither the nature nor the number of the "inputs" has changed enough to produce significant "output" shifts. In other words, the system still is drawing its enrollments from the top one-third of California high-school graduates, and the demographic profile of the student population has changed only slightly during the decade. If the social and academic backgrounds of CSU students are much like those in 1981, it should not be surprising that their educational goals and priorities are similar as well. Either a wider time frame, a cataclysmic break in the state's economic or social structure, or a fundamental change in the system's admissions policies may be required to alter the bedrock orientations identified in the three surveys.

The consensual pattern in the data extended as well to most sub-groups in the population. Despite the surface heterogeneity, the CSU system appears not to be torn by deep-seated internal divisions and conflicts. The number and magnitude of differences between campuses and between student groups appear to be few and small, respectively. There are some predictable variations between large and small campuses, and between young and older students, but they seldom exceed 15 or 20 percentage points. Instead, there is a broad consensus on what is positive about CSU campuses and similarly broad agreement on what needs attention. Students vary much more on their specific needs and priorities than they do on the performance of the institution in satisfying those needs.

Again, the reasons for an underlying consensus are fairly obvious. Potential students who might be very different in social background or psychological outlook either never made it to college, or were attending a community college, the University of California, or a private institution. The net result is that a survey of enrolled students in the CSU, by definition, captures a relatively narrow range of social and academic backgrounds and cognitive orientations. One would expect to find generally positive attitudes among students who are behaving in conformity to some widely accepted norms and expectations in their social environments.

Still, there were a few significant variations in all three SNAPS surveys which deserve comment. Chief among these was the pervasive sense of dissatisfaction displayed by Asian students. The above-average negative assessments cut across all issue areas — faculty, instruction, advising, student services, and campus social life. Moreover, such perceptions and attitudes appear to be unrelated to whether the student is a recent immigrant from Southeast Asia or a native citizen of Japanese or Chinese ancestry (although Japanese students are slightly more satisfied than other Asians on most academic issues). The cultural as well as institutional factors which lie behind these findings deserve further study. Currently, several systemwide task forces are investigating the needs of various ethnic groups in the CSU, including Asians.

Student age also had a persistent effect on the data. The dominant concerns among older students were convenience and academic quality. Working adults consistently challenged prevailing myths that they were not as "serious" about intellectual and academic matters as their younger, full-time classmates. Another CSU task force currently is studying the needs of older, part-time students in the system. The concerns and priorities of younger students, on the other hand, were considerably more varied, ranging from finances to support services to campus social life.

Finally, ethnic minorities, particularly recent immigrants to the U.S., indicated the greatest need for advising, tutoring, financial aid, housing, social activities, and most other forms of student services.

Policy Agendas

Two broad categories of policy-related reforms can be identified from the survey findings: operational and substantive. The former includes the largely logistical problems of class scheduling and campus parking. The latter includes the more complex issues of enrollment management and student advising and retention.

Parking and class scheduling were chosen as being most in need of campus reform, particularly at urban institutions. As noted earlier, some portion of the scheduling problem may be organizational or political in nature, i.e., using space or time blocks which may not be attractive to faculty. However, like parking, it is primarily a quantitative problem involving finite space and time (supply) and peak-hour demand. The private sector, and some public agencies such as transportation, have developed sophisticated mathematical models to address planning needs in supply and service systems. Although most campuses already have computer-assisted registration systems, a greater application of management science principles and techniques in the university may offer one means for dealing with such persistent operational issues.

The problem of time lag in the building of additional classroom spaces may require a less technical solution, namely, using existing space more efficiently. Instructional capacity in the CSU will catch up to the enrollment surges of the late 1980s in the next decade; public funding for such facilities is largely after-the-fact. In the meantime, class scheduling is made even more difficult. The clear message in the 1989 survey was that students viewed state-supported summer session as the major scheduling alternative for getting the courses they need to graduate; increasing evening, weekend, and off-campus classes produced little interest. The system currently is promoting selective expansion of year-round operation as part of its growth plan to the year 2005.

The SNAPS findings speak, although indirectly, to at least two other components of the CSU Growth Plan. Redirection of students from over-enrolled campuses to ones with excess capacity is another strategy which has been proposed for managing the growth of the next 15 years. The survey data suggest that redirection may indeed offer a viable option. For example, the reasons for attending CSU campuses are virtually the same everywhere, and the inter-institutional variations on such things as academic reputation are not dramatic. If the proper mix of programs is offered, and the target campus is reasonably convenient, redirection may work well in urban environments.

A third feature of the growth plan concerns enrollment ceilings, currently set at a maximum of 25,000 full-time equivalent students at any one institution (which corresponds to a campus population of students, faculty, and staff of approximately 40,000 indviduals). Although large institutions tend to enjoy greater academic reputations than smaller ones, the latter appear to have a clear advantage in promoting student satisfaction with instruction, faculty contact, and campus environment. On balance, it appears that the concept of enrollment ceilings is a sound one. Although there is little research evidence to suggest that campus size alone has much impact on learning outcomes, it does seem to affect student satisfaction levels.

Finally, there is the familiar problem of student advising. The data suggest that, at best, CSU institutions do only an average job of advising students, and that high schools and community colleges may not do as well. The scores of student outreach and equity programs sponsored by the CSU in conjunction with the state's high schools and community colleges are designed, in part, to improve the pre-college advising process, particularly among high-risk groups.

Faculty interaction, both formal and informal, is the heart of the advising function on campus. The SNAPS findings support the notion of faculty advising as being an active and integral part of the learning experience itself, not merely a passive, logistical task of arranging schedules. The most satisfied students in the sample were also the ones who demanded and received intellectual stimulation from their campus experience, principally through faculty. A systemwide task force on advising and retention currently is studying ways to increase and improve patterns of student-faculty interaction on CSU campuses.

But the findings also suggest that it may be a mistake to link advising too closely to institutional plans for student retention. Even an expanded system of faculty advising may have only a minor impact on overall retention rates on a campus, whatever the attitudinal benefits. Three-fourths of CSU students in all three SNAPS surveys indicated that the decision to remain at or leave college was unrelated to anything that the institution was doing or not doing. When given explicit opportunities to blame the institution for problems, most students opted for explanations of an external or personal nature.

The answer to the retention problem may lie more in sustained, long-term attention to maintaining the quality of faculty and degree programs than in short-term reforms to support services, including advising. Students choose to attend a CSU campus for reasons of cost, convenience, and academic reputation; if they choose to leave, they often do so for the same reasons. Still, there are practical limits to what the institution can or even should do to retain students. Leaving college can be a positive act, and the individual rather than the institution is usually the best judge of that decision.

The convenient linking of various forms of institutional behavior to student retention rates may be both poor science and poor policy. Whether students come or go, and when they choose to do so, is all part of much broader processes of social change and of personal development. Education is a lifelong process, and student movement in and out of college is but one stage in that sequence. In the words of a leading scholar on student retention:

> Our lives are constructed of numerous comings and goings, of varying passages from one form of social participation to another. To single out and add undue importance to one form of leaving is perhaps unwise. In speaking only of departure from college we may inadvertently undervalue the importance of the education which goes on outside the formal boundaries of our higher educational systems. The thing we call higher education is but a small part of the wider enterprise which concerns itself with the social and intellectual growth of people.[1]

[1]Vincent Tinto, *Leaving College: Rethinking the Causes and Cures of Student Attrition* (Chicago: University of Chicago Press) 1987, p. 188.

STUDY DESIGN

Planning for the 1989 survey began in August 1988. Staff in the Academic Affairs division of the Chancellor's Office prepared a preliminary draft of the questionnaire and sampling strategy. A systemwide advisory committee was appointed by the Vice Chancellor for Academic Affairs, whose office provided the financial resources and administrative support to conduct and coordinate the survey. The group included campus representatives from the vice presidents and deans of student services; the systemwide Academic Senate; institutional research offices; and the California State Student Association. Other individuals who had played prominent roles in previous SNAPS administrations were invited to participate once again. Finally, officials from Computing and Communications Resources (CCR) and the Chancellor's Office were included to provide both technical advice and policy direction to the study.

The Executive Council of the CSU was notified of plans to conduct the survey, and campus presidents were asked to appoint project coordinators (see the coded memorandum at the end of this appendix). Eighteen of the (then) 19 campuses agreed to participate in the survey; San Diego State University declined participation. The vice presidents for academic affairs and the vice presidents and deans for student services also were provided with information concerning the survey at their respective systemwide meetings in the fall.

■ *Questionnaire.* The draft questionnaire was sent to the campus coordinators for review and comment and distributed widely among Chancellor's Office staff and the major administrative offices on each campus. A pilot test of the draft instrument also was conducted on the San Bernardino and Stanislaus campuses. The project's advisory committee met in October to review the suggestions of campus and systemwide officials and to study the results of the pilot test. Following several revisions, the committee approved a final questionnaire, and a printing contract for 20,000 questionnaires with an op-scan format was negotiated with National Computer Systems.

Several factors entered into the design of the 1989 questionnaire. One of the major objectives was to insure that certain items from the 1981 and 1984 surveys were included in order to measure changes in student attitudes during the decade. Questions on overall satisfaction levels, student financial concerns, and retention issues were among those retained with the same wording and format as appeared in previous questionnaires. A second objective was to gather data on topics which had not been included in the two earlier surveys. Accordingly, the 1989 instrument added items on student commuting and time schedules, advising sources, computer needs and access, sources of college funds, and the educational and occupational backgrounds of both parents. It also expanded the categories of ethnic identification.

The vast majority of questions in the 1989 instrument retained the same format from the two previous surveys, but with slightly different wordings to make the item more understandable or to yield more useful information. Although this somewhat compromised the ability to draw explicit comparisons in the data over time, the advisory committee agreed that certain improvements in style and intent were unavoidable. Thus, most of the questions on campus choice, educational priorities, instructional quality, transfer intentions, and campus reforms are roughly similar to ones asked in 1981 or 1984, but occasionally with new options or revised wording.

The major categories of information remained relatively unchanged. These included student demography; educational goals and priorities; factors influencing campus choice; student finances; retention obstacles (both personal and campus-related); instructional quality; student and academic support services; student access to classes and services; and campus reforms. A few questions from the previous surveys were dropped altogether in 1989 for one of two reasons: there either was not enough time or space to include everything of interest (e.g., questions on cultural values and life goals), or the findings from the earlier surveys proved to be either technically ambiguous or substantively uninteresting. Appendices B, C, and D

contain the SNAPS questionnaires used in the 1989, 1984, and 1981 administrations, respectively.

There were two major structural changes in the 1989 questionnaire which deserve special note. First, space was provided for additional questions of a campus-specific nature. The coordinators on each campus were asked to develop a set of questions which addressed topics of special campus concern, and to seek advice and comment from faculty, student, and administrative constituencies on the campus concerning their format and wording. There was no obligation to use this option but, depending on formats, respondents could have been asked as few as 10 (five-option) questions, or as many as 50 questions of a yes-no, agree-disagree nature. These items were distributed separately from the SNAPS questionnaire, but the responses were included in the computer data base for each campus.

Second, the 1989 instrument included 14 questions pertaining to community service activities among CSU students. Volunteer service currently is a matter of broad political and social concern in California and the nation. In September 1987, the Governor signed Assembly Bill 1820 sponsored by Assemblyman John Vasconcellos (Appendix E). The legislation mandated the creation of Human Corps programs within the University of California and the California State University which would encourage students to participate in an average of 30 hours of community service activity during each academic year. Each segment was instructed to make periodic reports to the California Postsecondary Education Commission on progress in achieving the goals of the legislation.

One of the principal requirements of the law stipulated that baseline data would be collected to measure and track student participation in community service activities. The SNAPS project offered a cost-effective means for gathering the required data within the CSU, so the advisory committee dedicated a portion of the 1989 questionnaire toward the establishment of a Human Corps data base.

In response to the provisions in the bill, the questions measured the amount, types, motivations, and effects of community service activities among CSU students. The activity could be voluntary, for pay, or for course credit. Several examples of community service work were described in the questionnaire. The items were developed jointly with the University of California in order to standardize responses between the segments as much as possible. The findings on the Human Corps items are described only briefly in this document; a separate report on the community service portion of the survey is being prepared jointly by the Offices of Special Projects and Analytic Studies of the Chancellor's Office.

■ ***Sample.*** Two regional meetings were held with the campus coordinators in December of 1988. The purpose of the meetings was to provide technical advice and policy direction to the study in at least four areas:

1. Project Logistics — the groups were asked to review the major tasks and timelines associated with the project and to identify any changes which might improve the quality, efficiency, or usefulness of the survey.

2. Survey Administration — the meetings also included a detailed discussion of the sampling methodology to be used by the campuses and a review of the administrative work required.

3. Questionnaire Revisions — the draft questionnaire was subjected to further study and comment.

4. Policy Advice — the coordinators were asked to identify some of the major policy issues, from the campus perspective, which should be addressed in a systemwide report on the findings.

Following these meetings, the coordinators began the process of selecting a sample for the survey. Like the previous studies, the basic sampling design was a stratified cluster sample. The clusters were course sections, and the clusters were stratified according to the level of the course (lower division, upper division, and graduate) and, on selected campuses, according to discipline and time blocks (e.g., day or evening).

The population of course sections from which the sample was drawn was the Schedule of Classes for the winter 1989 quarter or the spring 1989 semester (whichever was applicable). The following were eliminated from the sampling frame: cancelled classes; independent studies courses; laboratory portions of lecture courses (independent laboratory courses were not eliminated); and any other course sections not conducive to classroom administration of the survey (e.g., ones involving field work).

A reserve list of sections was drawn to substitute for those which had to be dropped from the original sample. The substitute lists were created by over-sampling proportionally across the three basic strata of class levels.

Minimum sample targets were established for each course level based on the actual enrollments achieved in that stratum during the same quarter or semester in 1988. For example, if 30 percent of the enrollments at a campus were in lower division classes, then a similar proportion of the sample would be drawn randomly from sections in that stratum.

The printed questionnaires were delivered to the campuses in February. The six smallest campuses in the study (Bakersfield, Dominguez Hills, Humboldt, San Bernardino, Sonoma, and Stanislaus) each received 950 questionnaires; they were asked to achieve a minimum target of 750 respondents. The remaining 12 campuses each received 1,100 questionnaires and their minimum sample sizes were set at 900 respondents.

Once the class sections for the sample had been identified, arrangements were made with the instructors for a convenient day on which to administer the survey during class. Student assistants were hired and trained to assist with the process of classroom administration. The completed questionnaires were collected and returned to the offices of the campus coordinators for further coding and verification checks. Specifically, codes were entered for the open-ended items on academic major and for the occupations of the students' parents.

The questionnaires were sent to the admissions office on the Northridge campus to begin the process of data base development. Computer tapes were created containing the responses from each campus based on a reading of the op-scan questionnaires. Staff at CCR and from the computer center on the Fullerton campus transferred the data from the tapes to a disk pack on the systemwide CYBER computer. Separate accounts were established for each campus in the survey and for the Chancellor's Office. Following editing and verification, the systemwide and campus data files were made available to campus coordinators in late June, together with an extensive array of software programs and analytic procedures and written documentation.

The data files contained new campus codes assigned by the Chancellor's Office; this was done to protect institutional identities (only the size of the institution was apparent in the coding scheme). The campuses were encouraged to compare their findings to the systemwide sample, to institutions of similar size, or to specific institutions in their region (which required formal exchange of data files between interested campuses).

The major technical adjustment in the sampling methodology over previous SNAPS surveys was the weighting of the 1989 responses according to three factors: campus size, class level, and unit load. The first weighting was performed to prevent small campuses from having a disproportionate influence on the systemwide results, given that the absolute sample sizes for the campuses were roughly similar. The second and third weightings were needed to correct for the inevitable underrepresentation of part-time students (including most graduate students) in a sample based on course sections.

The population and sample data required to perform the weighting calculations were included in the computer record for each case, and the algorithm for doing so was provided in the software placed in the campus accounts. All of the systemwide findings reported in this document are based on the weighted responses. The campuses may use either the weighted or unweighted data in preparing reports on their own samples; the former is useful for comparisons to systemwide norms, while the latter may be more useful for analysis of campus sub-populations.

A total of 15,619 students participated in the 1989 survey. Following the weighting adjustments, the sample size stood at 15,540. Table A1 shows the distribution of the weighted sample by three categories of campus size. No campus-specific data are reported in this summary of the systemwide findings.

Table A1
Weighted Sample by Campus Size

Campus Size	No. of Campuses	N	Percent
Small (fewer than 10,000 students)	6	2,061	13
Medium (10,000-20,000 students)	6	5,076	33
Large (20,000 or more students)	6	8,403	54
Total	18	15,540	100

THE CALIFORNIA STATE UNIVERSITY
Office of the Chancellor
400 Golden Shore
Long Beach, California 90802-4275
(213) 590- 5708

Code: AA 88-20

Reply Requested by October 15, 1988

Date: September 22, 1988

To: Presidents

From: Lee R. Kerschner
Vice Chancellor
Academic Affairs

Subject: Student Needs and Priorities Survey--1989

The third systemwide administration of the Student Needs and Priorities Survey (SNAPS) will be administered in February and March 1989. The last administration occurred in 1984. You will recall that plans for administering SNAPS in 1989 were discussed at the September Executive Council meeting. The purpose of this memo is to solicit the name of a campus coordinator for the project, and to provide some general information concerning the nature and logistics of the survey.

Attachment A offers a convenient means for providing the name of your campus coordinator. Please mail the form to this office by October 15. For your information, a list of the 1984 campus coordinators is provided in Attachment B.

A draft questionnaire for the 1989 study is also attached. Please ask the appropriate campus officials to review the instrument and send any suggestions for changes, additions, and deletions to Dr. Steve Daigle of this office. The final document may also have room for several campus-specific questions. A student pilot study of the draft questionnaire is being planned for October. Revisions will be accepted until November 1 when a systemwide advisory committee will meet to approve the questionnaire and study design.

Fifteen questions are included in response to AB 1820 mandating the collection and reporting of information on the community service activities of CSU students. The Human Corps portion of the survey is being coordinated with the University of California and the California Postsecondary Education Commission.

Distribution: Vice Presidents, Academic Affairs
Vice Presidents, Administration
Vice Presidents, Deans of Student Services
Deans/Directors of Admissions and Records
Directors of Institutional Research
Chair, Academic Senate
President, Associated Students
Chancellor's Office Staff (w/o attachments)

As noted in materials prepared for the last Executive Council meeting, the SNAPS data have been extremely useful in responding to Legislative inquiries concerning student needs and priorities, and represent the only comparative, representative assessment of student satisfaction levels systemwide. Previous findings have been overwhelmingly positive in virtually all areas dealing with instruction, faculty, academic support, and student services.

You will notice that the vast majority of proposed questions explore issues which can be addressed only through survey techniques: motivations, goals, behavioral intentions, and factual information which is unavailable through any other source such as employment, finances, social backgound, family obligations, time schedules, and career needs. Several questions from the 1981 and 1984 surveys have been retained for longitudinal analysis. The data have been useful in promoting campus planning and supporting policy initiatives in such things as advising, academic support programs and facilities, the curriculum, campus social life, and student services.

Approximately 40 class sections, stratified by level, will be randomly chosen from each campus for administration of the survey. Technical details concerning the methodology and logistics of the survey will be discussed at two regional workshops for campus coordinators. Computer data files and software will be released to the campuses in April 1989, and a systemwide report will be presented to the Board of Trustees in September 1989. Campuses will be reimbursed for the use of student assistants.

Thank you again for your assistance in this matter.

LRK/sd

Attachments

ATTACHMENT A

AA 88-20
September 22, 1988

STUDENT NEEDS AND PRIORITIES SURVEY
1989

The Student Needs and Priorities Survey (SNAPS-89) will be administered in selected classes on CSU campuses during the winter quarter/spring semester, 1989.

Campuses are requested to identify a survey coordinator whose responsibilities include: (1) participation in a one-day workshop on project methodology; (2) coordination of survey administration on campus; and (3) the preparation of a campus report on the SNAPS-89 data. The coordinator should be experienced in survey research and analysis in order that the data may be gathered and utilized most efficiently to assist in campus planning.

Funds for student assistants required for the administration of the survey will be provided by the Chancellor's Office.

Please complete the attached form by October 15, 1988 and forward to:

Dr. Stephen L. Daigle
Office of Academic Affairs
The California State University
400 Golden Shore, Suite 316
Long Beach, California 90802-4275

Campus_____

The SNAPS-89 Coordinator for this campus is:

Name:_____

Title:_____

Department:_____

Telephone:_____

_____
(authorized signature)

_____
(title)

Date:_____

THE CALIFORNIA STATE UNIVERSITY STUDENT NEEDS AND PRIORITIES SURVEY - 1989

This survey is being administered on CSU campuses for the purpose of identifying the changing needs of our students. Your cooperation in completing the questionnaire will help to improve the educational environment of this campus for you and your fellow students. Your responses to this questionnaire are strictly confidential and the data will be used for research purposes only. Thank you for helping to make this campus a better educational institution.

MARKING INSTRUCTIONS:

1) Fill the circle completely for the item which best reflects your experience, opinion or feelings.
2) Your response to each question in sequence is essential to the success of this study.
3) USE NO. 2 PENCIL ONLY. Thank you for your cooperation.

SAMPLE — Age: 20

Please do not mark in this box

11405

Campus Code

1 Including the present one, how many years have you been enrolled at this campus?

2 When you first enrolled at this campus, were you:

- ( ) A new freshman
- ( ) A transfer student from a community college
- ( ) A transfer student from another four-year college
- ( ) A graduate or post-baccalaureate student

3 How many units are you taking this term?

4 Based on the number of academic units already completed at this time, what is your present class level in college?

- ( ) Freshman (0-44 quarter units) (0-29 semester units)
- ( ) Sophomore (45-89 quarter units) (30-59 semester units)
- ( ) Junior (90-134 quarter units) (60-89 semester units)
- ( ) Senior (135+ quarter units) (90+ semester units)
- ( ) Graduate, Postbaccalaureate

5 What is your major?

6 How old were you on your last birthday?

7 How many years have you lived in the United States?

8 What is your gender?

- ( ) Male
- ( ) Female

9 What is your racial or ethnic group (Mark only one)

- ( ) American Indian
- ( ) Black, Non-Hispanic
- ( ) Chicano, Mexican-American
- ( ) Central American
- ( ) South American
- ( ) Other Hispanic
- ( ) Chinese
- ( ) Japanese
- ( ) Korean
- ( ) Southeast Asian
- ( ) Other Asian
- ( ) Pacific Islander
- ( ) Filipino
- ( ) White, Non-Hispanic
- ( ) Other
- ( ) Decline to state

FOR OFFICE USE ONLY

Appendix B

10 **Are you a United States citizen?**

( )Yes

( )No, I am a permanent resident

( )No, I am a foreign, visa student

11 **If you are currently employed, how many hours, on average, do you work in a week?**

0 0
1 1
2 2
3 3
4 4
5 5
6 6
7
8
9

12 **On an average day, how long does it take you to commute to the campus (from your usual point of origin)? Do not count the time it takes to park and get to class.**

( )I do not commute, I live on or within walking distance of the campus
( )Fewer than 15 minutes
( )15-29 minutes
( )30-44 minutes
( )45 minutes to one hour
( )Longer than one hour

13 **In an average WEEK, about how many hours do you spend on campus OUTSIDE OF CLASS, excluding the time spent in dorms? Be sure to include all forms of social, academic or employment activity (e.g., time in the Library; computer and science labs; student union; food service areas; P.E. and recreational facilities; campus administrative offices such as admissions and financial aid; art, theaters, music, and media facilities; the campus lawn and grounds).**

Average Hours Per Week

0 0
1 1
2 2
3 3
4 4
5 5
6 6
7 7
8 8
9 9

14 **Please rate the importance of each of the following factors in influencing your decision to attend THIS particular university**

	Very Important	Important	Somewhat Important	Not Very Important	Not Important At All
ACCESS					
Convenience, close to home or work	M	I	S	N	A
Availability of on-campus child care	M	I	S	N	A
Convenient public transportation to school	M	I	S	N	A
Opportunity to work on campus	M	I	S	N	A
	M	I	S	N	A
PROGRAMS/REPUTATION					
Recommendations from family, friends, alumni	M	I	S	N	A
Availability of a particular major	M	I	S	N	A
Reputation of athletic programs	M	I	S	N	A
General academic reputation of the school	M	I	S	N	A
Academic reputation of the campus in my major	M	I	S	N	A
Recommendations from school or college counselors	M	I	S	N	A
	M	I	S	N	A
FINANCES					
Low to moderate cost	M	I	S	N	A
Availability of financial aid	M	I	S	N	A
	M	I	S	N	A
ENVIRONMENT					
Chance to leave home	M	I	S	N	A
Availability of on-campus housing	M	I	S	N	A
Size of the campus	M	I	S	N	A
Overall appearance of the campus	M	I	S	N	A
Geographic setting of the campus	M	I	S	N	A
Ethnic composition of the student body	M	I	S	N	A

15 Many factors play a part in helping us achieve our educational goals. ON THE LEFT, please rate the IMPORTANCE of the factors below in terms of their importance for your education. ON THE RIGHT, rate the QUALITY of those factors on your campus.

Very Important	Important	Somewhat Important	Not Very Important	Not Important At All		Excellent	Good	Fair	Poor	Very Poor	Don't Know
					INSTRUCTION						
(v)	(i)	(s)	(w)	(a)	Instructional quality	(e)	(g)	(f)	(p)	(v)	(d)
(v)	(i)	(s)	(w)	(a)	Accessibility of faculty	(e)	(g)	(f)	(p)	(v)	(d)
(v)	(i)	(s)	(w)	(a)	Variety of courses offered	(e)	(g)	(f)	(p)	(v)	(d)
(v)	(i)	(s)	(w)	(a)	Fairness of testing and grading	(e)	(g)	(f)	(p)	(v)	(d)
(v)	(i)	(s)	(w)	(a)	Intellectual stimulation from faculty	(e)	(g)	(f)	(p)	(v)	(d)
(v)	(i)	(s)	(w)	(a)	Content of courses	(e)	(g)	(f)	(p)	(v)	(d)
(v)	(i)	s	(w)	(a)	Class size	(e)	(g)	(f)	(p)	(v)	(d)
					ACADEMIC SUPPORT						
(v)	(i)	(s)	(w)	(a)	Library collections	(e)	(g)	(f)	(p)	(v)	(d)
(v)	(i)	(s)	(w)	(a)	Library service	(e)	(g)	(f)	(p)	(v)	(d)
(v)	(i)	(s)	(w)	(a)	Lab facilities	(e)	(g)	(f)	(p)	(v)	(d)
(v)	(i)	(s)	(w)	(a)	Computer facilities	(e)	(g)	(f)	(p)	(v)	(d)
(v)	(i)	s	(w)	(a)	Academic advising services on campus	(e)	(g)	(f)	(p)	(v)	(d)
(v)	(i)	s	(w)	(a)	Pre-college advising from my high school	(e)	(g)	(f)	(p)	(v)	(d)
(v)	(i)	s	(w)	(a)	Pre-transfer advising from my community college	(e)	(g)	(f)	(p)	(v)	(d)
(v)	(i)	s	(w)	(a)	Publications: Catalog and schedule of classes	(e)	(g)	(f)	(p)	(v)	(d)
(v)	(i)	s	(w)	(a)	Tutoring/basic skills services	(e)	(g)	(f)	(p)	(v)	(d)
(v)	(i)	(s)	(w)	(a)	Convenience of class scheduling	(e)	(g)	(f)	(p)	(v)	(d)
					STUDENT SERVICES						
(v)	(i)	(s)	(w)	(a)	Campus housing	(e)	(g)	(f)	(p)	(v)	(d)
(v)	(i)	(s)	(w)	(a)	Recreation programs/activities	(e)	(g)	(f)	(p)	(v)	(d)
(v)	(i)	(s)	(w)	(a)	Student Union	(e)	(g)	(f)	(p)	(v)	(d)
(v)	(i)	(s)	(w)	(a)	Child Care	(e)	(g)	(f)	(p)	(v)	(d)
(v)	(i)	(s)	(w)	(a)	Parking	(e)	(g)	(f)	(p)	(v)	(d)
(v)	(i)	(s)	(w)	(a)	Student health service	(e)	(g)	(f)	(p)	(v)	(d)
(v)	(i)	(s)	(w)	(a)	Psychological counseling	(e)	(g)	(f)	(p)	(v)	(d)
(v)	(i)	(s)	(w)	(a)	Financial aid office	(e)	(g)	(f)	(p)	(v)	(d)
(v)	(i)	(s)	(w)	(a)	Campus food services	(e)	(g)	(f)	(p)	(v)	(d)
(v)	(i)	(s)	(w)	(a)	Intercollegiate athletic programs	(e)	(g)	(f)	(p)	(v)	(d)
(v)	(i)	(s)	(w)	(a)	Career guidance from faculty	(e)	(g)	(f)	(p)	(v)	(d)
(v)	(i)	(s)	(w)	(a)	Career guidance from Career Planning Office	(e)	(g)	(f)	(p)	(v)	(d)
(v)	(i)	(s)	(w)	(a)	Social and cultural activities	(e)	(g)	(f)	(p)	(v)	(d)
(v)	(i)	(s)	(w)	(a)	Campus orientation programs	(e)	(g)	(f)	(p)	(v)	(d)
(v)	(i)	(s)	(w)	(a)	Special student services (e.g., disabled, EOP, affirmative action, older adult)	(e)	(g)	(f)	(p)	(v)	(d)

16 If you think that the QUALITY OF INSTRUCTION on your campus is EXCELLENT or GOOD, skip this question. If you think that the quality of teaching is FAIR or POOR, what are some of the reasons? Mark all that apply.

- ( ) Instructors are unable to communicate subject matter
- ( ) Instructors show poor command of subjects
- ( ) Instructors are inconsistent in testing and grading
- ( ) Racial bias shown by instructors
- ( ) Instructors lack interest or enthusiasm for teaching
- ( ) Courses do not cover material expected
- ( ) Courses are geared to the lowest level students
- ( ) Sexual bias shown by instructors
- ( ) None of the above

17 If you rate ACADEMIC ADVISING on your campus as EXCELLENT or GOOD, skip this question. If you rate academic advising as FAIR or POOR, what are some of the reasons? Mark all that apply.

- ( ) Advisors are unavailable when needed
- ( ) Advisors are poorly informed about degree programs and requirements
- ( ) Advisors show lack of concern or interest for students' needs
- ( ) Catalog is confusing
- ( ) Racial or sexual bias
- ( ) None of the above

18 Where do you currently receive MOST of your academic advising? MARK ONLY ONE.

- ( ) The university advising center or general studies
- ( ) Advising centers in my major department or school
- ( ) Faculty in my major department
- ( ) Administrative or program staff (e.g., EOP, Adult Re-Entry)
- ( ) Campus Catalog
- ( ) Fellow Students
- ( ) None of the above

PLEASE DO NOT MARK IN THIS BOX

19 **Please mark the ONE response that comes closest to your feeling about the following statement: "I am pleased with my overall experience on this campus." MARK ONLY ONE RESPONSE.**

( )Strongly Agree
( )Agree
( )Undecided
( )Disagree
( )Strongly Disagree

20 **Do you need to use a computer in any of your course work?**

( )Yes
( )No

21 **Do you have adequate access to computers on your campus?**

Yes
( )No

22 **Do you plan to get a degree at this institution?**

( )Yes
( )No
( )Undecided

23 **If you answered NO or UNDECIDED to Question 22, do you plan to transfer to another college or university to continue your education? (MARK ONLY ONE)**

( )Yes
( )No
( )Undecided

24 **If you answered YES to Question 23, where do you plan to transfer?**

( )University of California Campus
( )Other CSU Campus
( )Community College
( )Private College (In-State)
( )Out-of-State College
( )Other

25 **Listed below are some common reasons that students often give for leaving college before earning a degree. In your opinion, what are the MAIN reasons students on this campus drop out of school? (MARK NO MORE THAN TWO REASONS FROM THE TOTAL LIST OF TEN CHOICES.)**

CAMPUS FACTORS

( )Dissatisfaction with the quality of teaching
( )Unavailability of degree programs or courses
( )Inadequate student services
( )Lack of campus social life
( )Frustration with parking, class scheduling, bureaucracy

PERSONAL FACTORS

Lack of interest, motivation, or academic goals
( )Financial problems (need to support self/family)
( )Time conflicts, demands of job or family
( )Poor academic performance, bad grades
( )Earning a degree not a major goal

26 **Listed below are some things that the campus might do to help you reach your educational goals. If you think that the school is already doing all it can to help, GO TO THE NEXT QUESTION. Otherwise, mark no more than THREE things from the total list of 18 choices.**

SERVICES

( )Increase/improve tutoring services
( )Provide more/better career counseling
( )Provide more/better on-campus child care
( )Increase/improve personal counseling (psychological)
( )Provide more/better on-campus housing
( )Provide more/better academic advising

PROGRAMS

( )Offer greater variety/number of degree programs
( )Improve the quality of instruction
( )Hire better faculty

ACCESS

( )Schedule more evening classes
( )Schedule more weekend classes
( )Offer summer courses at regular fees
( )Provide more off-campus classes
( )Improve access to computer terminals
( )Increase/improve information about financial aid
( )Increase availability of financial aid
( )Make financial aid processing easier
( )Improve the parking situation

27 **Which ONE of the following presents the greatest obstacle to reaching your educational goals? (MARK ONLY ONE)**

( )Campus-related factors (such as course variety, scheduling, instructors, support services, etc.)
( )External factors (such as family obligations, job, finances, personal problems, etc.)
( )I do not see any obstacles to completing my education.

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Please do not mark in this box

28 Are you concerned about financing your college education? (MARK ONLY ONE)

- ( )NO, I will have sufficient funds
- ( )YES, somewhat concerned. But, I will probably have enough funds to continue
- ( )YES, very concerned. I may not have enough funds to continue
- ( )YES, extremely concerned. I will not have funds to continue

29 How many financial dependents (e.g., spouse, children) do you have? (Do not count yourself.)

- ( )None
- ( )One
- ( )Two
- ( )Three
- ( )Four
- ( )Five or more

30 How are you paying for your college education (MARK ALL THAT APPLY)

- Personal savings
- Family assistance, including spouse
- Support from employer
- Loan
- Scholarship
- Grant
- Part-time job
- Full-time job

31 Does your head of household currently receive public assistance (e.g., AFDC)?

( )Yes ( )No

32 What were the main occupations of your parents while you were growing up?

FATHER

MOTHER

33 At what hours do you have classes scheduled this semester/quarter?

- ( )Day Only (Before 4 p.m.)
- ( )Night Only (After 4 p.m.)
- ( )Both Day and Night

34 Are you Married?

( )Yes
( )No

35 How much formal education did your parents obtain?

Father
- ( )8th grade or less
- ( )Some high school
- ( )High school graduate
- ( )Some college
- ( )College graduate
- ( )Don't know

Mother
- ( )8th grade or less
- ( )Some high school
- ( )High school graduate
- ( )Some college
- ( )College graduate
- ( )Don't know

FOR OFFICE USE ONLY

(0)	(0)	(0)	(0)	(0)	(0)
(1)	(1)	(1)	(1)	(1)	(1)
(2)	(2)	(2)	(2)	(2)	(2)
(3)	(3)	(3)	(3)	(3)	(3)
(4)	(4)	(4)	(4)	(4)	(4)
(5)	(5)	(5)	(5)	(5)	(5)
(6)	(6)	(6)	(6)	(6)	(6)
(7)	(7)	(7)	(7)	(7)	(7)
(8)	(8)	(8)	(8)	(8)	(8)
(9)	(9)	(9)	(9)	(9)	(9)

COMMUNITY SERVICE ACTIVITIES

The remainder of the survey is designed to gather information on the community service activities of CSU students. A report on the findings, as mandated by law, will be sent to the California Legislature.

Community service is defined as all work or service provided by individuals, campus organizations, public or private community agencies, or businesses that contribute to the quality of life in the community. Such work may be voluntary, for pay, or for course credit. If you are unsure whether a particular activity or project in which you participated qualifies as community service, please use the EXAMPLES OF COMMUNITY SERVICE, LISTED ON PAGE 8, as a guideline.

36 Following is a list of reasons or motivations for performing community service. Whether or not you have performed community service, please rate the importance of each as a motivation for becoming involved.

	Very Important	Important	Somewhat Important	Not Very Important	Not Important At All
Financial reward	(V)	(I)	(S)	(N)	(A)
Beliefs, convictions, or principles (moral, philosophical, religious, political)	(V)	(I)	(S)	(N)	(A)
Course requirement related to your major	(V)	(I)	(S)	(N)	(A)
Course requirement unrelated to your major	(V)	(I)	(S)	(N)	(A)
Career preparation or advancement	(V)	(I)	(S)	(N)	(A)
Social involvement, recreation, or enjoyment	(V)	(I)	(S)	(N)	(A)

37 Did you participate in any community service activities from January 1988 through December 1988? If you answer NO to this question, go next to Question 50.

( )Yes ( )No

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Please do not mark in this box

38 Through what TYPE of agency, organization, or business did you perform the community service? In the column of ovals on the LEFT, mark all that apply. In the column of ovals on the RIGHT, mark the ONE where you performed MOST of your community service.

( )	A California State University campus	( )
( )	Some other college or university campus	( )
( )	Government agency (local, state or federal; non-medical)	( )
( )	Medical care facilities (e.g., hospitals, nursing homes, hospices, etc.; profit or non-profit)	( )
( )	Advocacy groups (e.g., Sierra Club, Mexican-American Legal Defense Fund, League of Women Voters)	( )
( )	Private non-profit organization (e.g., charities, Parents Unites, United Way)	( )
( )	Private profit organization (e.g., businesses)	( )
( )	Public or private school (kindergarten through 12th grade)	( )
( )	Public or private preschool (e.g., Operation Headstart)	( )
( )	Individual effort, not sponsored by any agency (e.g., private tutoring)	( )
( )	Religious institution (e.g., church, synagogue, church-sponsored soup-kitchen)	( )
( )	Other	( )

39 Did your receive course credit for any of your community service (e.g., internship, fieldwork, practicum, co-op ed)?

( ) Yes ( ) No

SUBJECT AREA FOR CREDIT

40 Did you receive any money or special recognition for your community service work?

( ) Money ( ) Both
( ) Recognition ( ) Neither

41 What type of financial compensation did you receive, if any?

( ) Salary ( ) Both
( ) Grant ( ) Neither

42 If you received financial compensation, how much money did you receive each month, on average, for your community service work? Skip this question if not applicable.

$,

43 How many MONTHS were you involved in community service work during 1988?

44 How many HOURS PER WEEK, on average, did you devote to community service during these months?

45 What type of community service work did YOU perform? Mark as many as apply in the column of ovals on the left, and then choose the ONE type of work you performed MOST of the time and mark that choice in the column of ovals on the right.

( )	Administrative or clerical	( )
( )	Community or public relations	( )
( )	Computer operations or programming	( )
( )	Consulting or technical assistance	( )
( )	Counseling or advising	( )
( )	Fine arts activities	( )
( )	Fund raising, including charity events	( )
( )	Grant writing	( )
( )	Instruction or tutoring, excluding health education	( )
( )	Manual labor	( )
( )	Medical assistance or health education	( )
( )	Political advocacy	( )
( )	Recreation activities	( )
( )	Social work	( )
( )	Other	( )

46 How much has your community service experience contributed to an understanding of your course work.

( ) A Great Deal ( ) Not Much
( ) Some ( ) Not At All

47 What effect has your community service experience had on your career objective?

( ) It has reinforced my career objective
( ) I am reconsidering my career objective as a result
( ) I have changed my career objective as a result
( ) It has had no effect on my career objective

PLEASE DO NOT MARK IN THIS BOX

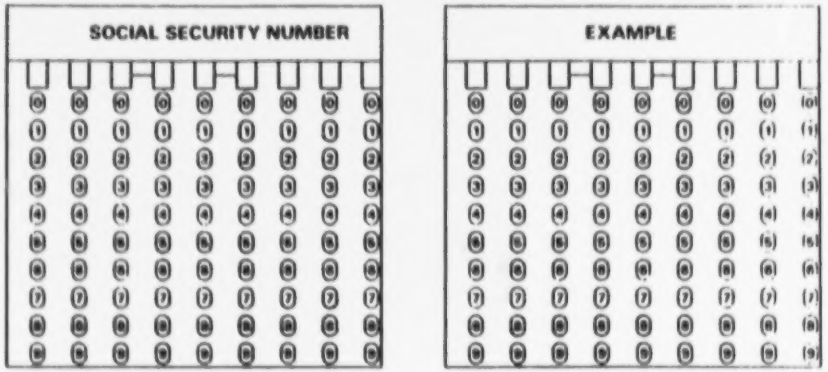
48 How much has your community service experience helped you to become more sensitive to the problems of others?

( )A Great Deal
( )Some
( )Not Much
( )Not At All

49 As a consequence of your community service experience, do you feel that YOU can have an effect on social problems?

( )Yes, most of the time
( )Yes, some of the time
( )Very seldom
( )Practically never

50 What is your Social Security Number? Remember, your responses to this questionnaire are confidential and for research purposes only. This question is optional.



THANK YOU FOR YOUR COOPERATION

ADDITIONAL QUESTIONS

If your campus has included an additional set of questions, please use this section to record your responses. Five ovals are provided for each question, but some questions may not require that many choices. Simply ignore the extra ovals. If no additional questions are enclosed, leave this section blank.

51.	52.	53.	54.	55.
A ( )	A ( )	A ( )	A ( )	A ( )
B ( )	B ( )	B ( )	B ( )	B ( )
C ( )	C ( )	C ( )	C ( )	C ( )
D ( )	D ( )	D ( )	D ( )	D ( )
E ( )	E ( )	E ( )	E ( )	E ( )

56.	57.	58.	59.	60.
A ( )	A ( )	A ( )	A ( )	A ( )
B ( )	B ( )	B ( )	B ( )	B ( )
C ( )	C ( )	C ( )	C ( )	C ( )
D ( )	D ( )	D ( )	D ( )	D ( )
E ( )	E ( )	E ( )	E ( )	E ( )

EXAMPLES OF COMMUNITY SERVICE

1. **CONSULTING** or technical assistance for farming projects, engineering projects (Peace Corps), information systems, automation, small business operations involving the disadvantaged or disabled.

2. **CONSUMER AFFAIRS** - product safety projects, media campaigns regarding consumer issues.

3. **EDUCATION** - tutoring, literacy programs, health education, enrichment programs for disadvantaged or disabled populations, museum work, libraries, civic or citizenship education.

4. **ENVIRONMENTAL AFFAIRS** projects, education or information dissemination, energy conservation, wildlife and wilderness preservation.

5. **FINANCIAL COUNSELING** for disadvantaged or disabled populations.

6. **FUNDRAISING** activities for charitable groups or non-profit organizations (social service agencies).

7. **HEALTH CARE** - includes health education and research, delivery of medical services, family planning counseling, mental health services.

8. **POLITICAL ACTION** - participation in activities leading to the drafting or enactment of legislation that impact on social problems (affirmative action issues, environmental concerns, consumer rights, civil rights).

9. **PUBLIC INTEREST** - citizen advocacy and information dissemination on public policies and governmental practices.

10. **RECREATION** or leisure time activities, conducting recreational activities for mentally disabled, developmentally disabled, physically disabled, elderly, organizing or participating in performing arts presentations for needy populations.

11. **RESEARCH** - projects involved with the social sciences, physical sciences, biological sciences, humanities, business, arts, education, engineering or other academic area.

12. **SOCIAL OR HUMAN SERVICES** - housing, immigration assistance, child care assistance, role modeling (Big Brother/Sisters), interpersonal support (visit nursing homes), seniors programs, outreach programs, community organization efforts.

13. **VOLUNTARY CONTRIBUTIONS** of time to charitable groups, fraternal groups or service clubs in support of charitable endeavors.

Please do not mark in this box

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CALIFORNIA STATE UNIVERSITY
STUDENT NEEDS AND PRIORITIES SURVEY

This survey is administered periodically on CSU campuses for the purpose of identifying the changing needs of our students. Your cooperation in completing the questionnaire will help to improve the educational environment of this campus for you and your fellow students. Your responses to this questionnaire are strictly confidential and the data will be used for research purposes only. Thank you for helping to make this campus a better educational institution.

MARKING INSTRUCTIONS:

1) Fill the circle completely for the item which best reflects your experience, opinion or feelings.
2) Your response to each question is essential to the success of this study.
3) USE NO. 2 PENCIL ONLY. Thank you for your cooperation.

QUESTION 1. In living your life, how important do you consider each of the following?

	Very important	Important	Somewhat important	Not very important	Not important at all
An opportunity to use my special abilities and aptitudes	①	②	③	④	⑤
A chance to earn a great deal of money	①	②	③	④	⑤
An opportunity to be creative and original	①	②	③	④	⑤
Social status and prestige	①	②	③	④	⑤
An opportunity to work with people rather than things	①	②	③	④	⑤
A chance to exercise leadership	①	②	③	④	⑤
Adventure	①	②	③	④	⑤
An opportunity to be helpful to others	①	②	③	④	⑤

QUESTION 2. All of us have different reasons for pursuing a college education and these reasons have varying degrees of priority at different times in our academic careers. Please rank the top 2 priorities in your academic career at this time.

	1st PRIORITY	2nd PRIORITY
AESTHETIC/CULTURAL AWARENESS: the development of an appreciation and understanding of the art, music, drama, literature and culture of your own as well as other cultures	①	②
INTELLECTUAL GROWTH/STIMULATION: the pursuit of knowledge for its own sake, and the exchange of ideas whether in a particular field or several that interest you	①	②
CAREER PREPARATION/JOB ENHANCEMENT: the development of or increase in your knowledge and capabilities in a particular professional or vocational area	①	②
PERSONAL GROWTH/SELF UNDERSTANDING: the development of your own life philosophy and an expanded understanding and acceptance of yourself as a person	①	②
SOCIAL GROWTH/UNDERSTANDING: an increase in your awareness and understanding of other persons and the development of personal relationships	①	②

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DO NOT MARK HERE

QUESTION 3. Please rate the importance of **each** of the following factors in influencing your decision to attend **this particular** college/university.

	Very Important	Important	Somewhat Important	Not Very Important	Not At All Important
Close to home	①	②	③	④	⑤
Close to work	①	②	③	④	⑤
Low cost	①	②	③	④	⑤
Overall appearance of campus	①	②	③	④	⑤
Size of campus population	①	②	③	④	⑤
Age of student body	①	②	③	④	⑤
General academic reputation of school	①	②	③	④	⑤
Chance to leave home	①	②	③	④	⑤
Academic reputation of a particular field or major	①	②	③	④	⑤
Opportunity to work or maintain job while attending school	①	②	③	④	⑤
Availability of a particular major or academic program	①	②	③	④	⑤
Convenient public transportation to the school	①	②	③	④	⑤
City or geographic setting where campus is located	①	②	③	④	⑤
On-campus residences	①	②	③	④	⑤
Availability of on-campus child care services	①	②	③	④	⑤
Reputation of athletic programs	①	②	③	④	⑤
Ethnic composition of the student body	①	②	③	④	⑤
Recommendations from friends or family members	①	②	③	④	⑤

QUESTION 4. Including the present term, how many terms have you been enrolled at this campus?

① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨

QUESTION 5. How many units are you taking this term? For example, if you are taking six units,

code

0	● ① ②
6	⓪ ① ② ③ ④ ⑤ ● ⑦ ⑧ ⑨

	⓪ ① ②
	⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨

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QUESTION 6. Many diverse factors play a part in helping us achieve our educational goals. ON THE LEFT, please rate the **importance** of the factors below in terms of their importance for your education. ON THE RIGHT, rate the **quality** of those factors as they exist on your campus.

IMPORTANCE FOR YOUR EDUCATION						QUALITY ON YOUR CAMPUS						
	Very important	Important	Somewhat important	Not very important	Not important at all		Excellent	Good	Fair	Poor	Very Poor	Don't Know
Recreational programs, facilities and activities	1	2	3	4	5		1	2	3	4	5	6
Intellectual stimulation from other students	1	2	3	4	5		1	2	3	4	5	6
Availability of computer facilities	1	2	3	4	5		1	2	3	4	5	6
Helpful and responsive office personnel	1	2	3	4	5		1	2	3	4	5	6
Tutoring/basic skills services	1	2	3	4	5		1	2	3	4	5	6
Social and cultural activities and facilities	1	2	3	4	5		1	2	3	4	5	6
Availability of parking	1	2	3	4	5		1	2	3	4	5	6
Academic advising	1	2	3	4	5		1	2	3	4	5	6
Fairness and appropriateness of testing and grading	1	2	3	4	5		1	2	3	4	5	6
Intercollegiate athletic programs	1	2	3	4	5		1	2	3	4	5	6
Quality of instruction	1	2	3	4	5		1	2	3	4	5	6
Availability of career guidance from faculty	1	2	3	4	5		1	2	3	4	5	6
Accessibility of faculty	1	2	3	4	5		1	2	3	4	5	6
Intellectual stimulation from faculty	1	2	3	4	5		1	2	3	4	5	6
Availability of career contacts through faculty and alumni	1	2	3	4	5		1	2	3	4	5	6
Library	1	2	3	4	5		1	2	3	4	5	6
Career guidance from Career Planning Office	1	2	3	4	5		1	2	3	4	5	6
Content of courses offered	1	2	3	4	5		1	2	3	4	5	6
Adequate campus information	1	2	3	4	5		1	2	3	4	5	6
Responsive Administration	1	2	3	4	5		1	2	3	4	5	6
Opportunity to make friends and improve social life	1	2	3	4	5		1	2	3	4	5	6
Convenience of course scheduling	1	2	3	4	5		1	2	3	4	5	6
Availability of Financial Aid	1	2	3	4	5		1	2	3	4	5	6
Variety of courses offered	1	2	3	4	5		1	2	3	4	5	6
Personal counseling	1	2	3	4	5		1	2	3	4	5	6
Opportunity to appeal rules and decisions	1	2	3	4	5		1	2	3	4	5	6

QUESTION 7. **IF you rate the QUALITY OF INSTRUCTION on your campus as FAIR, POOR, or VERY POOR, what are the reasons? (Select 2 in order of importance)**
IF you rate QUALITY OF INSTRUCTION as EXCELLENT or GOOD, skip this question.

	1st CHOICE	2nd CHOICE
Instructors show lack of interest or enthusiasm for teaching	1	2
Instructors are unable to communicate subject matter	1	2
Instructors seem unqualified or show poor command of subjects	1	2
Instructors are inconsistent in testing and grading, give unclear assignments	1	2
Racial or sex bias shown by instructors	1	2
Courses lack depth	1	2
Academic standards are low	1	2
Courses do not cover material	1	2
Courses are geared to the lowest level students	1	2

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DO NOT MARK HERE

QUESTION 8. IF you rate **ACADEMIC ADVISING** on your campus as **FAIR, POOR,** or **VERY POOR,** what are the reasons? (Select 2 in order of importance) IF you rate **ACADEMIC ADVISING** as **EXCELLENT** or **GOOD,** skip this question.

	1st Choice	2nd Choice
Advisors are unavailable when needed	①	①
Advisors are poorly informed about academic programs and requirements	②	②
Advisors show a lack of concern or interest for students' needs	③	③
Advisors give incorrect recommendations to students	④	④
Advisement is not coordinated among advisors, departments, and administrative offices on campus	⑤	⑤

QUESTION 9. Which **ONE** of the following presents the greatest obstacle to reaching your educational goals?

(MARK ONLY 1)

- ○ **Campus-related factors** (such as course variety, scheduling, instructors, support services, etc.)
- ○ **External factors** (such as family obligations, job, finances, personal problem, etc.)
- ○ **I do not see any obstacles to completing my education.**

QUESTION 10. What could the campus do more effectively to help you reach your educational goals?

(MARK AS MANY AS APPLY)

- ○ The school is already doing what it can to help
- ○ Increase/improve tutoring services
- ○ Provide more/better career guidance
- ○ Improve library services
- ○ Provide more/better on-campus child care services
- ○ Increase/improve personal counseling (psychological)
- ○ Provide (more) on-campus housing
- ○ Provide more/better academic advising
- ○ Increase/improve information about financial aid
- ○ Increase/improve the availability of financial aid
- ○ Make financial aid processing easier
- ○ Schedule courses more conveniently
- ○ Offer a greater variety/number of academic programs
- ○ Offer a greater variety/number of courses
- ○ Improve the quality of the academic programs/courses
- ○ Change the admissions requirements to the school or a specific program
- ○ Change the grading system
- ○ Monitor/remove ineffective instructors, hire effective ones.

QUESTION 11. Are you concerned about financing your college education?

(MARK ONLY 1)

- ○ **NO,** I will have sufficient funds
- ○ **YES,** somewhat concerned. But, I will probably have enough funds to continue.
- ○ **YES,** very concerned. I may not have enough funds to continue.
- ○ **YES,** extremely concerned. I will not have funds to continue.

QUESTION 12. Based on the number of academic units already completed at this time, what is your present class level in college?

(MARK ONLY 1)

- ○ **Freshman** (0-44 quarter units) (0-29 semester units)
- ○ **Sophomore** (45-89 quarter units) (30-59 semester units)
- ○ **Junior** (90-134 quarter units) (60-89 semester units)
- ○ **Senior** (135+ quarter units) (90+ semester units)
- ○ **Graduate, Postbaccalaureate**

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DO NOT MARK HERE

QUESTION 13.

	Before 8 AM	Between 8-10 AM	Between 10-Noon	Between 12-2 PM	Between 2-4 PM	Between 4-6 PM	Between 6-8 PM	Between 8-10 PM
When do you take the majority of your classes?	①	②	③	④	⑤	⑥	⑦	⑧
IF ACTUAL CLASS TIMES OVERLAP THESE TIME BLOCKS, MARK AS MANY AS APPLY								
Of the times when it is possible for you to attend, **When do you prefer** to take the majority of your classes?	①	②	③	④	⑤	⑥	⑦	⑧
MARK AS MANY AS APPLY								

QUESTION 14. What is your overall grade point average for the college work you have completed **at this institution?**

- ○ At or below 1.9
- ○ 2.0 to 2.4
- ○ 2.5 to 2.9
- ○ 3.0 to 3.4
- ○ 3.5 to 4.0
- ○ Not applicable; I am a new student here

QUESTION 15. What factor(s) determine the number of units you take per quarter/semester?

(MARK AS MANY AS APPLY)

- ○ the recommendations of my advisor
- ○ the times that courses are scheduled
- ○ whether courses required for my academic program are offered or not
- ○ the demands of my work/job schedule
- ○ the amount of money I have available to spend on education
- ○ the number of units I can take and still get good grades
- ○ the time demands or needs of my family
- ○ the number of units required to keep my financial aid (V.A., loan, grant, scholarship, etc.)
- ○ the number of units I need to graduate by a certain time
- ○ nothing in particular, I take whatever I find interesting

QUESTION 16. How many years have you lived in the United States?

① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨

QUESTION 17. What was the highest level of education attained by your father or head of household?

- ○ Grade School
- ○ High School
- ○ Some College
- ○ Bachelor's Degree
- ○ Graduate Study
- ○ Graduate or Professional Degree

QUESTION 18. What is your highest degree objective **at this college/university** and your highest degree objective **overall?**

A. At this university:

(MARK ONLY 1)

- ○ None, I am just taking classes
- ○ Bachelor's Degree
- ○ Master's Degree
- ○ Ph.D. or Ed.D.
- ○ Other (such as a teaching credential or certificate)
- ○ Undecided

B. Overall:

(MARK ONLY 1)

- ○ None
- ○ Bachelor's Degree
- ○ Master's Degree
- ○ Ph.D. or Ed.D.
- ○ M.D., D.D.S., J.D. etc.
- ○ Other (such as a teaching credential or certificate)
- ○ Undecided

QUESTION 19. Do you plan to transfer to another college or university to continue your education **before** graduation from your current degree program?

(MARK ONLY 1)

- ○ Yes
- ○ No
- ○ Possibly

QUESTION 20. **IF** you answered **YES** to Question 19, where do you plan to transfer and what is your reason? **IF** you answered **NO** or **POSSIBLY** to Question 19, skip this question.

- ○ University of California
- ○ Other CSU campus
- ○ Community College
- ○ Private (In-State)
- ○ Out-of-State
- ○ Other

Reason: (MARK ONLY 1)

- ○ To obtain an advanced degree (M.A., Ph.D., M.D., etc.)
- ○ To obtain a degree in or participate in a program or classes not available at current school
- ○ To attend a "better" school (reputation/prestige of specific programs or school as a whole)
- ○ Other institution has "more" to offer (variety of courses/programs, support services, etc.)
- ○ Relocation to another area because of job, marriage, etc.
- ○ Other institution is closer to home or work
- ○ Desire for change (social, academic, environmental)

QUESTION 21. In your opinion, what are the **MAIN** reasons students on this campus drop out of school?

(MARK NO MORE THAN 2 RESPONSES)

- ○ Lack of interest, motivation, goals
- ○ Financial problems (need to support self/family)
- ○ Time conflicts, demands of work/job or family
- ○ Shortcoming of the academic program (variety/ availability/quality of courses/programs, poor instructors)
- ○ Shortcomings of the institution (support services, social activities, facilities, parking, etc.)
- ○ Emotionally unprepared to cope with the demands of college
- ○ Academically unprepared to do college-level work
- ○ Personal or family problems
- ○ Poor academic performance, bad grades
- ○ Transportation problems, distance to school, location
- ○ Geographic location of the campus
- ○ Education unnecessary or unrelated to life goals or job success
- ○ "Burn-out"

QUESTION 22. How old were you on your last birthday?

AGE		⓪①②③④⑤⑥⑦⑧⑨
		⓪①②③④⑤⑥⑦⑧⑨

QUESTION 23. What is your gender?

○ Female ○ Male

QUESTION 24. What is your racial or ethnic group? **(MARK ONLY 1)**

- ○ American Indian
- ○ Black, Non-Hispanic
- ○ Chicano, Mexican-American
- ○ Other Hispanic
- ○ Asian
- ○ Pacific Islander
- ○ White, Non-Hispanic
- ○ Filipino

QUESTION 25. What is your present marital status? **(MARK ONLY 1)**

- ○ Married
- ○ Single, never married
- ○ Divorced/Separated
- ○ Widowed

QUESTION 26. How many persons are you financially responsible for? **(MARK ONLY 1)**

- ○ None, (parental or other support)
- ○ Myself only
- ○ Myself and one dependent
- ○ Myself and two dependents
- ○ Myself and three dependents
- ○ Myself and four dependents
- ○ Myself and five dependents
- ○ Myself and more than five dependents

QUESTION 27. Approximately how many hours a week are you currently employed?

	⓪①②③④⑤⑥⑦⑧⑨
	⓪①②③④⑤⑥⑦⑧⑨

QUESTION 28. How have increases in California State University student fees affected you?

(MARK 1 RESPONSE IN EACH AREA)

FINANCIAL AID

- ○ I have increased my earnings to cover added costs
- ○ I have applied for financial aid
- ○ I have received an increase in financial aid

UNIT LOAD

- ○ I am taking fewer units per term to reduce the costs
- ○ I am taking more units per term to finish school earlier
- ○ The number of units I take per term has not been affected by the higher costs

CONTINUING ENROLLMEN

- ○ I may have to drop out of school for a while
- ○ I will have to drop out of school
- ○ The higher costs will probably not affect my attendance

QUESTION 29. What is your major?

(Write in this box only)

If undeclared, fill in this circle ○

OFFICE USE ONL

QUESTION 30. What was the main occupation of your father (or head of household) while you were growing up?

(write in this box only)

OFFICE USE ONL

QUESTION 31. Please mark the **one** response that comes closest to your feeling about the following statement:

"I am pleased with my overall experience on this campus"

○ Strongly Agree ○ Agree ○ Undecided ○ Disagree ○ Strongly Disagree

QUESTION 32. To facilitate possible follow-up surveys on programs and services identified in this questionnaire, please provide your Social Security Number. Remember, your responses to this questionnaire will be held in strictest confidenc

SOCIAL SECURITY NUMBER

EXAMPLE

9 8 7-6 5-4 3 2 1

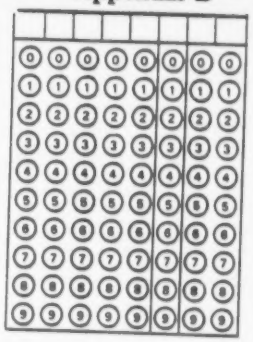
THANK YOU FOR YOUR COOPERATION

DO NOT MARK HERE 02912

68

Appendix D

CALIFORNIA STATE UNIVERSITY AND COLLEGES
STUDENT NEEDS AND PRIORITIES SURVEY



INSTRUCTIONS:

1) Fill the circle completely of the item which best reflects your experience, opinion or feelings.
2) For those questions which require your written response, please write clearly, and only within the space outlined for your response.

Please keep in mind that a response from you on **each of the questions** is essential to the success of this study. Thank you for your cooperation.

CORRECT MARKS ●●●

INCORRECT MARKS ⊘⊗◎

USE NO. 2 PENCIL ONLY

QUESTION 1. In living your life, how important do you consider each of the following?

	Very Important	Important	Somewhat Important	Not Very Important	Not Important At All
An opportunity to use my special abilities and aptitudes	1	2	3	4	5
A chance to earn a great deal of money	1	2	3	4	5
An opportunity to be creative and original	1	2	3	4	5
Social status and prestige	1	2	3	4	5
An opportunity to work with people rather than things	1	2	3	4	5
A stable, secure future	1	2	3	4	5
An opportunity to be relatively free of supervision by others	1	2	3	4	5
A chance to exercise leadership	1	2	3	4	5
Adventure	1	2	3	4	5
An opportunity to be helpful to others	1	2	3	4	5

QUESTION 2. All of us have different reasons for pursuing a college education, and those reasons have varying degrees of priority at different times in our academic careers. Please select the reason that **currently has the HIGHEST PRIORITY** in your educational career.

(MARK ONLY ONE)

SOCIAL GROWTH/UNDERSTANDING: an increase in your awareness and understanding of other persons and the development of personal relationships ○

CAREER PREPARATION/JOB ENHANCEMENT: the development of or increase in your knowledge and capabilities in a particular professional or vocational area ○

INTELLECTUAL GROWTH/STIMULATION: the pursuit of knowledge for its own sake, and the exchange of ideas – whether in a particular field or several that interest you ○

PERSONAL GROWTH/SELF UNDERSTANDING: the development of your own life philosophy and an expanded understanding and acceptance of yourself as a person ○

AESTHETIC/CULTURAL AWARENESS: the development of an appreciation and understanding of the art, music, drama, literature and culture of your own as well as other cultures ○

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QUESTION 3. Please rate the importance of each of the following factors in influencing your decision to attend **this particular** college/university.

	Very Important	Important	Somewhat Important	Not Very Important	Not Important At All
Close to home and/or work	1	2	3	4	5
Low cost	1	2	3	4	5
Overall appearance of campus	1	2	3	4	5
Size of campus population	1	2	3	4	5
Age of student body	1	2	3	4	5
General academic reputation of school	1	2	3	4	5
Chance to leave home	1	2	3	4	5
Academic reputation of a particular field or major	1	2	3	4	5
Opportunity to work or maintain job while attending school	1	2	3	4	5
Availability of a particular major or academic program	1	2	3	4	5
Convenient public transportation to the school	1	2	3	4	5
City or geographic setting where campus is located	1	2	3	4	5
On-campus residences	1	2	3	4	5
Availability of on-campus child care services	1	2	3	4	5
The reputation of its athletic programs	1	2	3	4	5
Ethnic composition of the student body	1	2	3	4	5
Recommendations from friends or family members	1	2	3	4	5

QUESTION 4. How much **total time** have you spent attending school **at this particular institution — excluding** any period(s) of time during which you dropped out? (e.g., if you attended school here for 2 years, dropped out for 1 year, and have been back for 1 year, your total time **in attendance** would be 3 years)

(MARK ONLY ONE)

- ○ less than 6 months
- ○ 6 months to 1 year
- ○ 1.1 to 2 years
- ○ 2.1 to 3 years
- ○ 3.1 to 4 years
- ○ 4.1 to 5 years
- ○ over 5 years

QUESTION 5. What is your major?

(write in this space only)

If undeclared fill in this circle ○

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0	0	0
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
9	9	9

QUESTION 6. Many diverse factors play a part in helping us achieve our educational goals. ON THE LEFT, please rate the importance of the factors listed below in terms of their importance for **your** education. ON THE RIGHT, rate the quality of those factors as they exist on your campus.

	IMPORTANCE FOR YOUR EDUCATION						QUALITY ON YOUR CAMPUS					
	Very Important	Important	Somewhat Important	Not Very Important	Not Important At All		Excellent	Good	Fair	Poor	Very Poor	Don't Know
Athletic programs, facilities and activities	1	2	3	4	5		1	2	3	4	5	6
Social and cultural activities and facilities	1	2	3	4	5		1	2	3	4	5	6
Course scheduling	1	2	3	4	5		1	2	3	4	5	6
Content of courses offered	1	2	3	4	5		1	2	3	4	5	6
Fairness and appropriateness of testing and grading	1	2	3	4	5		1	2	3	4	5	6
Accessibility of faculty	1	2	3	4	5		1	2	3	4	5	6
Intellectual stimulation from faculty	1	2	3	4	5		1	2	3	4	5	6
Opportunity to appeal rules and decisions	1	2	3	4	5		1	2	3	4	5	6
Adequate information distribution (bulletin boards, newspaper, etc.)	1	2	3	4	5		1	2	3	4	5	6
Career guidance from faculty	1	2	3	4	5		1	2	3	4	5	6
Financial aid (on-campus)	1	2	3	4	5		1	2	3	4	5	6
Career guidance from Career Planning Office	1	2	3	4	5		1	2	3	4	5	6
Opportunity to make friends and improve social life	1	2	3	4	5		1	2	3	4	5	6
Variety of courses offered	1	2	3	4	5		1	2	3	4	5	6
Tutoring/basic skills development	1	2	3	4	5		1	2	3	4	5	6
Availability of career contacts through faculty and alumnae	1	2	3	4	5		1	2	3	4	5	6
Intellectual stimulation from other students	1	2	3	4	5		1	2	3	4	5	6
Library and other educational resources	1	2	3	4	5		1	2	3	4	5	6
Availability of parking	1	2	3	4	5		1	2	3	4	5	6
Personal counseling	1	2	3	4	5		1	2	3	4	5	6
Responsive administration	1	2	3	4	5		1	2	3	4	5	6
Helpful and responsive office personnel (for example Admissions & Records Office)	1	2	3	4	5		1	2	3	4	5	6
QUALITY OF INSTRUCTION	1	2	3	4	5		1	2	3	4	5	6
ACADEMIC ADVISING	1	2	3	4	5		1	2	3	4	5	6

CASE NO					PG	SCH #	

QUESTION 7. If, in Question 6, you rated the **QUALITY OF INSTRUCTION** on your campus as **FAIR, POOR,** or **VERY POOR,** what is the reason? (see next to last factor listed on the previous page)

(MARK NO MORE THAN 2 RESPONSES)

- ○ Instructors show lack of interest or enthusiasm for teaching
- ○ Inability of instructors to communicate subject matter
- ○ Instructors seem unqualified or show poor command of subjects
- ○ Instructors are inconsistent in testing and grading, give unclear assignments
- ○ Racial or sex bias shown by instructors
- ○ Some courses lack depth
- ○ Academic standards are low, some courses are geared to the lowest level students
- ○ Some courses lack breadth - they do not cover enough relevant material

QUESTION 8. If, in Question 6, you rated **ACADEMIC ADVISING** on your campus as **FAIR, POOR,** or **VERY POOR,** what is the reason? (see the last factor listed on previous page)

(MARK NO MORE THAN 2 RESPONSES)

- ○ Advising or advisors are unavailable when needed
- ○ Advisors are poorly informed about academic programs and requirements
- ○ Advisors show a lack of concern or interest for student's needs
- ○ Advisors give incorrect recommendations to students
- ○ Advisement is not coordinated between advisors, departments, and other administrative offices on campus

QUESTION 9. Which **ONE** of the following presents the greatest obstacle to reaching your educational goals?

(MARK ONLY 1)

- ○ **Campus-related factors** (such as course variety, scheduling, instructors, support services, etc.)
- ○ **External factors** (such as family obligations, job, finances, personal problems, etc.)
- ○ **I do not see any obstacles to completing my education.**

QUESTION 10. What could the campus do to help in eliminating any obstacle you marked in Question 9? (If you marked that you did not see any obstacle, **skip this question)**

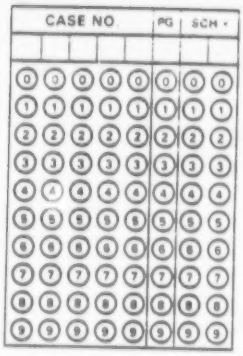
(MARK NO MORE THAN 3 RESPONSES)

- ○ Increase/improve tutoring services
- ○ Provide more/better career guidance
- ○ Improve library services
- ○ Provide more/better on-campus child care services
- ○ Increase/improve personal counseling (psychological)
- ○ Provide (more) on-campus housing
- ○ Provide more/better academic advising
- ○ Increase/improve information about financial aid
- ○ Increase/improve the availability of financial aid
- ○ Make financial aid processing easier
- ○ Change course scheduling
- ○ Offer a greater variety/number of academic programs
- ○ Offer a greater variety/number of courses
- ○ Improve the quality of the academic programs/courses
- ○ Change the admissions requirements to the school or a specific program
- ○ Change the grading system
- ○ Monitor/remove ineffective instructors, hire effective ones
- ○ The school can do nothing about my problems
- ○ The school is already doing what it can to help

QUESTION 11. Are you concerned about financing your college education?

(MARK ONLY 1)

- ○ **No,** I will have sufficient funds
- ○ **YES,** somewhat concerned. But, I will probably have enough funds to continue.
- ○ **YES,** very concerned. I may not have enough funds to continue.
- ○ **YES,** extremely concerned. I will not have enough funds to continue.



QUESTION 12. What is your present class level in college? (include this quarter/semester)

(MARK ONLY 1)

- ○ Freshman (0-44 quarter units) (0-29 semester units)
- ○ Sophomore (45-89 quarter units) (30-59 semester units)
- ○ Junior (90-134 quarter units) (60-89 semester units)
- ○ Senior (135 + quarter units) (90 + semester units)
- ○ Graduate, Postbaccalaureate

QUESTION 13.

	Before 8 AM	Between 8-10 AM	Between 10-Noon	Between 12-2 PM	Between 2-4 PM	Between 4-6 PM	Between 6-8 PM	Between 8-10 PM
When do you take the majority of your classes?	①	②	③	④	⑤	⑥	⑦	⑧
	IF ACTUAL CLASS TIMES OVERLAP THESE TIME BLOCKS, MARK AS MANY AS APPLY							
Of the times when it is possible for you to attend, **when do you prefer to take** the majority of your classes?	①	②	③	④	⑤	⑥	⑦	⑧
	MARK AS MANY AS APPLY							

QUESTION 14. What is your overall grade point average for the college work you have completed at this institution?

(MARK ONLY 1)

- ○ At or below 1.9
- ○ 2.0 to 2.4
- ○ 2.5 to 2.9
- ○ 3.0 to 3.4
- ○ 3.5 to 4.0
- ○ Not applicable, I am a new student here

QUESTION 15. How many units do you **usually** take per academic term? (select either quarter or semester system depending on your campus)

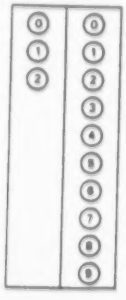
Quarter Units [ ] (write in box only)

OR

Semester Units [ ] (write in box only)

OFFICE USE ONLY – DO NOT WRITE IN THIS AREA

Quarter System ○ NOT APPLICABLE



Semester System ○ NOT APPLICABLE

QUESTION 16. What factor(s) determine the number of units you take per quarter/semester?

(MARK AS MANY AS APPLY)

- ○ the recommendations of my advisor
- ○ the times that courses are scheduled
- ○ whether courses required for my academic program are offered or not
- ○ the demands of my work/job schedule
- ○ the amount of money I have available to spend on education
- ○ the number of units I can take and still get good grades
- ○ the time demands or needs of my family
- ○ the number of units required to keep my financial aid (V.A., loan, grant, scholarship, etc.)
- ○ the number of units I need to graduate by a certain time
- ○ nothing in particular, I take whatever I find interesting

QUESTION 17. **(MARK ONLY 1)**

A. What is your highest degree objective at **this** college/university?

- ○ None, I am just taking classes.
- ○ Bachelor's Degree
- ○ Master's Degree
- ○ Other (such as a teaching credential or certificate)
- ○ Undecided

(MARK ONLY 1)

B. What is your highest degree objective **overall**?

- ○ None
- ○ Bachelor's Degree
- ○ Master's Degree
- ○ Ph.D. or Ed.D.
- ○ M.D., D.D.S., J.D. etc.
- ○ Other (such as a teaching credential or certificate)
- ○ Undecided

QUESTION 18. Do you plan to transfer to another college or university to continue your education **before** graduation from your current degree program.

(MARK ONLY 1)

○ Yes ○ No ○ Possibly

QUESTION 19. If you answered **YES** to Question 18, where do you plan to transfer, and what is your reason? If you answered **NO**, or **POSSIBLY** to Question 18, skip this question.)

Where:

(write in this box only)

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⓪	⓪
①	①
②	②
	③
	④
	⑤
	⑥
	⑦
	⑧
	⑨

Reason: **(MARK NO MORE THAN 2 RESPONSES)**

- ○ To obtain an advanced degree (M.A., Ph.D., M.D., etc.)
- ○ To obtain a degree in or participate in a program or classes not available at current school
- ○ To attend a "better" school (reputation/prestige of specific programs or school as a whole)
- ○ Other institution has "more" to offer (variety of courses/programs, support services, etc.)
- ○ Relocation to another area because of job, marriage, etc.
- ○ Other institution is closer to home or work
- ○ Desire for change (social, academic, environmental)

QUESTION 20. In your opinion, what are the **MAIN** reasons students drop out of school on this campus?

(MARK NO MORE THAN 2 RESPONSES)

- ○ Lack of interest, motivation, goals
- ○ Financial problems (need to support self/family)
- ○ Time conflicts, demands of work/job or family
- ○ Shortcomings of the academic program (variety/availability/quality of courses/programs, poor instructors)
- ○ Shortcomings of the institution (support services, social activities, facilities, parking, etc.)
- ○ Emotionally unprepared to cope with the demands of college
- ○ Academically unprepared to do college-level work
- ○ Personal or family problems
- ○ Poor academic performance, bad grades
- ○ Transportation problems, distance to the school, location
- ○ Education unnecessary or unrelated to life goals or job success
- ○ "Burn-out"
- ○ Don't know

CASE NO. | PG | SCH #

QUESTION 21. What is your gender?

○ Female ○ Male

QUESTION 22. How old were you on your last birthday?

(write here)

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QUESTION 23. What is your racial or ethnic group? **(MARK ONLY 1)**

- ○ American Indian
- ○ Black, Non-Hispanic
- ○ Chicano, Mexican-American
- ○ Other Hispanic
- ○ Asian
- ○ Pacific Islander
- ○ White, Non-Hispanic
- ○ Filipino

QUESTION 24. What is your present marital status? **(MARK ONLY 1)**

- ○ Married
- ○ Single, never married
- ○ Divorced/Separated
- ○ Widowed

QUESTION 25. How many persons are you financially responsible for? **(MARK ONLY 1)**

- ○ None, I am considered a dependent
- ○ Myself only
- ○ Two, including myself
- ○ Three, including myself
- ○ Four, including myself
- ○ Five, including myself
- ○ Over five

QUESTION 26. Approximately how many hours a week are you employed?

Hours employed: (write here) ☐

OFFICE USE ONLY

⓪	⓪
①	①
②	②
③	③
④	④
⑤	⑤
⑥	⑥
⑦	⑦
⑧	⑧
⑨	⑨

QUESTION 27. Please mark the **one** response that comes closest to your feeling about the following statement:

"I am pleased with my overall experience on this campus"

- ○ Strongly Agree
- ○ Agree
- ○ Disagree
- ○ Strongly Disagree
- ○ Undecided

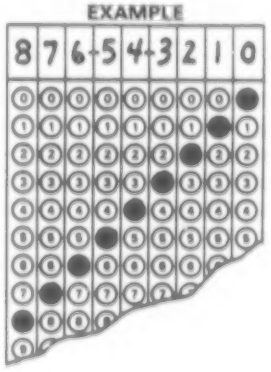
In order to use the results of this survey in a broader analysis over time, it will be necessary to compare data collected now with data collected in possible follow-up surveys. If you are willing to participate in such a follow-up survey, please indicate your social security number or student I.D. number below. (see example)

Remember – your number will be used anonymously for research purposes only.

Mark below if number used is your student I.D. number ○

		–	–			
⓪	⓪	⓪	⓪	⓪	⓪	⓪	⓪	⓪
①	①	①	①	①	①	①	①	①
②	②	②	②	②	②	②	②	②
③	③	③	③	③	③	③	③	③
④	④	④	④	④	④	④	④	④
⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤
⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥
⑦	⑦	⑦	⑦	⑦	⑦	⑦	⑦	⑦
⑧	⑧	⑧	⑧	⑧	⑧	⑧	⑧	⑧
⑨	⑨	⑨	⑨	⑨	⑨	⑨	⑨	⑨

EXAMPLE



THANK YOU FOR YOUR COOPERATION

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Assembly Bill 1820 (Vasconcellos, 1987)

Assembly Bill No. 1820

CHAPTER 1245

An act to add Chapter 2 (commencing with Section 99100) to Part 65 of Title 3 of the Education Code, relating to postsecondary education, and making an appropriation therefor.

[Approved by Governor September 27, 1987. Filed with Secretary of State September 27, 1987.]

I am deleting the $840,000 appropriation contained in proposed Education Code Section 99108 contained in Assembly Bill No. 1820.

This bill would create the Human Corps within the University of California and the California State University, and would encourage students to participate in the Human Corps by providing an average of 30 hours of community service in each academic year.

Both the University of California and the California State University have ongoing student volunteer community service activities. The administrative structure is in place to accommodate activities proposed by this bill. No additional funds are required.

With this deletion, I approve Assembly Bill No. 1820.

GEORGE DEUKMEJIAN, Governor

LEGISLATIVE COUNSEL'S DIGEST

AB 1820, Vasconcellos. Postsecondary education: Human Corps.

Existing law does not require college students to participate in community activities.

This bill would create the Human Corps within the University of California and the California State University, and would encourage students to participate in the Human Corps by providing an average of 30 hours of community service in each academic year, as specified.

This bill would require the California Postsecondary Education Commission to annually, by March 31, conduct progress reports on student participation in the Human Corps, as specified.

This bill would require the commission to conduct a comprehensive evaluation by March 31, 1994, as specified.

This bill would require that all progress reports and the comprehensive evaluation be submitted to the appropriate fiscal and policy committees of the Legislature.

The bill would appropriate $70,000 to the University of California and $170,000 to the California State University for its purposes, as specified.

Appropriation: yes.

The people of the State of California do enact as follows:

SECTION 1. Chapter 2 (commencing with Section 99100) is added to Part 65 of Title 3 of the Education Code, to read:

CHAPTER 2. HUMAN CORPS

99100. (a) The Legislature finds and declares all of the following:

(1) California students have a long and rich tradition of participation in community service which should be recognized, commended, and expanded.

(2) There is a growing national consensus that student participation in community services enhances the undergraduate experience.

(3) Student community service is an activity of extreme importance to the mission of the university and deserves to be conducted both for academic credit and otherwise.

(4) The state's postsecondary educational institutions are charged to maintain a tradition of public service as well as teaching and research.

(5) Access to the privilege of attending the university is made possible for many by our state's tradition of keeping fees and tuition low.

(6) Practical learning experiences in the real world are valuable for the development of a student's sense of self, skills, and education.

(7) Our state faces enormous unmet human needs and social challenges including undereducated children, increasing illiteracy and teenage parenting, environmental contamination, homelessness, school dropouts, and growing needs for elder care.

(8) The state's ability to face these challenges requires policymakers to find creative and cost-effective solutions including increased efforts for community and student public service.

(9) The Legislature and the State of California provide substantial incentives and subsidies for its citizens to attend the state's postsecondary education institutions, public and private, which are among the finest in the world.

(10) Current volunteer efforts conducted by community organizations reach only a fraction of the need. The need for public service is great because private, state, and federal funding are insufficient to pay for all the social services needed.

(11) Existing community service efforts have successfully demonstrated that participation in public service is of mutual benefit to participating students and the recipients of their services.

(b) It is the intent of the Legislature in enacting this article to do all of the following:

(1) Complete the college experience by providing students an opportunity to develop themselves and their skills in real-world learning experiences.

(2) To help nurture a sense of human community and social responsibility in our college students.

(3) Invite the fullest possible cooperation between postsecondary education institutions, schools, public, private, and nonprofit agencies, and philanthropies to plan, fund, and implement expanded

opportunities for student participation in community life through public service in organized programs.

(4). To substantially increase college student participation in community services by June 30, 1993, with the ultimate goal of 100 percent participation.

99101. There is hereby created a program known as The Human Corps within the University of California and the California State University. The California Community Colleges, proprietary schools, and member institutions of the Association of Independent California Colleges and Universities are strongly encouraged to implement Human Corps programs. The purpose of the corps is to provide every student an ongoing opportunity throughout his or her college career to participate in a community service activity. Toward this goal, beginning in the fall term in 1988, full-time students, including both undergraduate and graduate students, entering the University of California, the California State University, or an institution that is a member of the Association of Independent California Colleges and Universities to pursue a degree shall be strongly encouraged and expected, although not required, to participate in the Human Corps by providing an average of 30 hours of community service in each academic year. The segments shall determine how to encourage and monitor student participation. The segments are strongly encouraged to develop flexible programs that permit the widest possible student involvement, including participation by part-time students and others for whom participation may be difficult due to financial, academic, personal, or other considerations.

99102. For the purposes of this article, community service shall be defined as work or service performed by students either voluntarily or for some form of compensation or academic credit through nonprofit, governmental, and community-based organizations, schools, or college campuses. In general, the work or service should be designed to provide direct experience with people or project planning, and should have the goal of improving the quality of life for the community. Eligible activities may include, but are not limited to, tutoring, literacy training, neighborhood improvement, increasing environmental safety, assisting the elderly or disabled, and providing mental health care, particularly for disadvantaged or low-income residents.

In developing community service programs, campuses shall emphasize efforts which can most effectively use the skills of students such as tutoring programs or literacy programs.

99103. There are hereby created Human Corps task forces in each segment, which shall be established on each campus by March 1, 1988. Community colleges and member institutions of the Association of Independent California Colleges and Universities are strongly encouraged to establish task forces for the purposes set forth in this section. Each task force shall be composed of students, faculty,

and campus administration. Each task force also shall include community representatives from groups such as schools, local businesses and government, nonprofit associations, social service agencies, and philanthropies. Each task force shall reflect the ethnic and racial diversity of the institution and the surrounding community. The purpose of the task forces is to strengthen and coordinate existing oncampus and external community service opportunities, expand and make new service opportunities available, promote the Human Corps to make students, community groups, faculty, employment recruiters, and administrators aware of the service expectation, and develop rules and guidelines for the program.

In conducting their charges, campus task forces should develop an implementation strategy which includes but is not limited to, the following, by July 1, 1988:

(a) A survey of the existing level of student participation including number of students, amount of time allocated, sources, and amounts of funds for activities and types of agencies participating.

(b) A plan to substantially expand student participation in community service by June 30, 1993.

(c) Criteria for determining what activities reasonably qualify as community service.

(d) Criteria to determine which community agency and campus programs have the training, management, and fiscal resources, and a track record or potential for success in addressing social needs and can reasonably use additional student assistance to administer their programs.

(e) A statement regarding the institution's commitment to community service to be included in application and orientation materials to communicate the expectation for student participation in community service.

(f) A statement that each campus has examined, in close consultation with the faculty, how student community service may be implemented to complement the academic program, including a determination of whether and how Human Corps programs may be offered for academic credit.

(g) A budget which identifies the staff and funding resources needed on each campus to implement this Human Corps.

99104. It is the intent of the Legislature that segments maximize the use of existing resources to implement the Human Corps. This responsibility includes seeking the resources of the private and independent sectors, philanthropies, and the federal government to supplement state support for Human Corps programs. The Legislature intends that the funds appropriated for purposes of this chapter to the Regents of the University of California and the Trustees of the California State University be used to offset some of the costs of developing the Human Corps. The segmental and campus Human Corps Task Forces shall jointly determine how those

funds are used. It is the further intent of the Legislature that funds be allocated competitively for programs and not on a pro rata basis for each campus. Preference in funding should be given to strengthen and expand exemplary efforts to implement the Human Corps and to stimulate new efforts on campuses where the establishment of student community service programs has been limited.

Campuses may develop numerous approaches to implement the Human Corps on each campus. Activities eligible for funding may include a wide variety of incentives for student participation such as:

(a) Recognition programs.

(b) Fellowships.

(c) Awareness programs.

(d) Periodic conferences for students and community organizations.

(e) Transportation costs.

(f) Matching grants.

(g) Intersegmental programs.

99105. The California Postsecondary Education Commission annually, by March 31, shall conduct reports on the progress that the University of California and the California State University are making to substantially increase student participation in the Human Corps. By March 31, 1994, the commission shall conduct a comprehensive evaluation which shall include, but not be limited to, the following:

(a) The number of students who completed participation in the Human Corps by academic area (humanities, social services) and academic level (freshman, sophomore, etc.).

(b) The number of students who volunteered, or received pay or academic credit for service.

(c) An inventory of the types of community agencies which participated and the types of opportunities they provided.

(d) An inventory of the types of incentives for student participation offered by campuses including awards, grants, and training.

(e) The number of courses related to Human Corps programs.

(f) The number of staff and sources of funding provided to the Human Corps on each campus.

(g) A survey of participating agencies to determine whether the addition of student resources enhanced their program.

(h) The number of community colleges which participated in the Human Corps.

(i) Recommendations for continuation of the Human Corps including a recommendation whether a mandatory program should be established to the extent that community service programs failed to produce a substantial increase in student participation in the Human Corps. It is the intent of the Legislature to provide funding for the evaluation.

(j) The commission shall convene a meeting of representatives from the University of California and the California State University to determine the appropriate data requirements for the progress reports and the comprehensive evaluation. All progress reports and the comprehensive evaluation shall be submitted to the appropriate fiscal and policy committees of the Legislature.

99106. The sum of seventy thousand dollars ($70,000) is hereby appropriated from the General Fund to the Regents of the University of California and one hundred seventy thousand dollars ($170,000) to the Trustees of the California State University for the purposes of this chapter in the 1987–88 fiscal year. Future funding shall be contingent upon Budget Act appropriations. No provision of this article shall apply to the University of California unless the Regents of the University of California, by resolution, make that provision applicable.

AVERAGE MANDATORY CSU FEES FROM 1972/73

Year	Student Service	State University	IRA	Facilities	Student Body Center	Student Body Association	Total	Non-Resident Tuition	Application
1972/73	$118	—	—	$6	$17	$20	$161	$1,100	$20
1973/74	$118	—	—	$6	$17	$20	$161	$1,300	$20
1974/75	$144	—	—	$6	$24	$20	$194	$1,300	$20
1975/76	$144	—	—	$6	$24	$20	$194	$1,300	$20
1976/77	$144	—	—	$6	$25	$20	$195	$1,440	$20
1977/78	$144	—	—	$6	$25	$20	$195	$1,575	$20
1978/79	$146	—	$10	$6	$30	$20	$212	$1,710	$20
1979/80	$144	—	$10	$6	$30	$20	$210	$1,800	$25
1980/81	$160	—	$10	$6	$30	$20	$226	$2,160	$25
1981/82	$205	$ 46[1]	$10	$6	$30	$21	$319	$2,835	$25
1982/83	$216	$214[2]	$12	$6	$35	$22	$505	$3,150	$30
1983/84	$210	$402	$13	$6	$37	$24	$692	$3,240	$35
1984/85	$213	$360	$14	$6	$40	$25	$658	$3,510	$35
1985/86	—	$573	$15	$6	$46	$26	$666	$3,780	$35
1986/87	—	$573	$17	$6	$54	$30	$680	$4,230	$35
1987/88	—	$630	$19	$6	$65	$34	$754	$4,410	$45
1988/89	—	$684	$19	$6	$70	$36	$815	$4,680	$45
1989/90[3]	—	$750	$19	$6	$70	$36	$881	$5,670	$55

[1]Emergency Surcharge Fee
[2]This amount includes $64 additional charge for Spring Semester. The Spring Quarter increase was $44.
[3]Governor's Budget

CSU